SCHOOL POLICIES

HANDBOOK 2023-2024

(Last Updated September 2023)

Blyth Academy School Policies Handbook 2023-2024
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1.0 Vision, Mission and Code of Conduct

1.01 – Vision

Our Vision is for all students to reach their fullest potential and to graduate with the skills and confidence needed to continue their educational endeavors as lifelong learners and contributing globally minded citizens.

1.02 – Mission

Our Mission is to provide our diverse community of learners with a supportive, experiential, high quality education built on the cultural mosaic of Canadian and Qatari values. We foster respectful, creative, and positive relationships, within a safe, harmonious, and inclusive learning environment.

1.03 – Core Values

Inclusive
We will foster an intercultural environment in which all members of our school community feel accepted and supported.

Adaptable
We will respond in a flexible and effective manner to the changing educational environment and diverse needs of our students.

Holistically Healthy
We will commit to empowering our school community to live a balanced life that cultivates the mind, body and spirit.

Respectful
We will nurture an environment that promotes empathy, accountability, understanding, acceptance and integrity.

Global Community
We will develop learners who actively seek ways to make a positive impact within the global community and be future leaders.

Positive
We will cultivate and encourage positive attitudes and optimism for all members of our learning community.

1.04 - Code of Conduct

The Code of Conduct is developed in accordance with the *Education Act,* the Provincial Code of Conduct, and all other Blyth Academy operational procedures. It also reflects the values and expectations of the broader Blyth Academy community.

The goal of Blyth Academy is to prepare compassionate students who face the future confidently and capably. In a positive learning environment, teachers foster student wellbeing and explicitly teach students to be self-aware and resilient. Students learn about their rights and responsibilities. Through the implementation of a Code of Conduct which establishes high expectations of behaviour for all students

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as members of a learning community, teachers contribute to the development of "knowledge and character in our students through a caring, supportive and culturally sensitive learning community."

Blyth Academy Student Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
• Be treated with courtesy and respect • Work in, and enjoy, a safe, secure and clean environment. • A learning environment that is free from disruption. • Achieve their educational potential. • Have their property respected. • Be proud of their achievements.	• Show courtesy and respect to others. • Keep our environment safe, secure and clean. • Ensure that there is no disruption to another person's learning environment. • Develop their potential and assist others in doing the same. • Respect student, staff and school property. • Ensure their actions do not discredit the school community.

All students must understand and follow the school code of conduct as outlined in the following policies.

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2.0 Welcoming, Caring, Respectful and Safe Learning Environment

2.01 – Positive Learning Environment Policy

Purpose

Blyth Academy is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment.

Policy Statement

At Blyth Academy, staff commit to ensuring a positive learning environment where all members of our school community have the right to be respected and have a responsibility to respect each other. In a positive learning environment all members of the school community feel safe and supported. Our Positive Learning Environment Policy is linked closely to our Bullying Policy and our Code of Conduct.

The Positive Learning Environment Policy reflects the key messages in our Vision and Mission Statements.

Procedures

All members of the school community must:
- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need; seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and not swear at a teacher or at another person in a position of authority.

Teachers adopt a proactive approach to managing the behaviour of students in their classroom. They aim to quickly establish and maintain a safe and supportive learning environment. To this end, they employ a range of strategies, including
- Establishing a clear expectation about behaviour.
- Reinforcing the rights and responsibilities of teachers and students.
- Recognizing positive behaviour informally and formally through various means (verbally, weekly PAWsitive Praise emails; PAWsitive certificates; assemblies; etc.).
- Ensuring the learning program is appropriate to students' stage of development.
- Modelling punctuality and respect.
- Using proactive classroom management strategies (for example: use of proximity to provide a low key response to inappropriate behaviour).

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2.02- Anti-Bullying Policy

Purpose

We aim to provide an environment that is physically, emotionally and intellectually safe for all members of our school community.

Policy Statement

At Blyth Academy, staff commit to ensuring a safe and supportive environment where all members of our school community have the right to be respected and have a responsibility to respect each other.

What is Bullying?

Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Bullying may involve:

- **verbal bullying:** The repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.
- **emotional/psychological bullying:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional blackmail, and threats to an individual's reputation and sense of safety.
- **relational bullying:** Usually involves repeatedly ostracizing others by leaving them out or convincing others to exclude or reject another individual or group, making up or spreading rumours, and sharing or threatening to share another's personal information.
- **physical bullying:** Includes repetitive low level hitting, kicking, pinching, pushing, tripping, 'ganging up', unwanted physical or sexual touching and damage to personal property. More serious violent behaviours are not necessarily treated as bullying and may be better managed through the school's discipline processes.
- **cyber bullying:** Involves the use of information and communication technologies such as email, MS Teams, text messages, instant messaging, social media and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

What is not Bullying?

- While fighting between two students is a serious concern involving violence, it is not bullying unless it is recurring and deliberate abuse of power over a period of time.
- Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However constant, continual teasing that is done in a mean and hurtful way, is bullying.

Procedures

We seek to achieve our policy statement:

- preventing the occurrence of bullying. We do this by educating the students on establishing positive relationships and reinforcing the rights and responsibilities of all school members;
- developing individual self-esteem and respect for others through informative lessons and activities in Health and social awareness weeks like Anti Bullying Awareness week; and
- combating bullying by processes of reconciliation, support (which may include involvement by school counselor, nurse and parents as deemed necessary by the Academic leads or

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Administration) or sanctions (as prescribed by the Deputy Head or Head of School) which are directly linked with the Alberta Ministry of Education Policy.

Websites related to Bullying which may provide useful information for parents and students:
https://www.alberta.ca/bullying-prevention-for-educators.aspx
https://www.prevnet.ca/
https://open.alberta.ca/publications/cyberbullying-fact-sheet
https://open.alberta.ca/publications/fvb3952
https://abed.respectgroupinc.com/

2.03- Behaviour Policy/Behavioural Intervention Procedures

Purpose
We believe that good behaviour is an essential condition for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. It is the responsibility of the teachers, auxiliary staff, students and parents to work together to achieve this goal through consistent practices.

Policy Statement
Our goal is to create a climate in which its pupils can become aware of themselves as valued, autonomous and responsible individuals. Such a climate is based on a quiet, yet firm insistence on high standards of behaviour at all times and should permeate through all the school's activities.

Procedures

Minor Issues (Class disruption/No Homework, etc.)

First Offence:
1. The teacher will provide a verbal warning to the student and discuss the issue.
2. The teacher will document the warning in the student's PowerSchool log notes.

Second Offence:
1. The teacher will allocate an in-school detention for one of the breaks (Recess or Lunch) where the student will sit at a desk outside the Deputy Head's office.
2. The teacher on supervision duty will monitor the student and ensure that they complete any missed work or tasks assigned by the teacher.
3. The teacher will send an email to the student's parents, cc'ing the Department Head and Deputy Head, detailing the cause for concern regarding the student's behavior. The email will be copied and pasted to the student's PowerSchool log notes.

Third Offence:
1. The teacher will document the offense in the student's PowerSchool log notes.
2. The Department Head will assign a Behavior Intervention Plan (template on Teams) for one week.
3. If the student commits any offense while on the Behavior Intervention Plan, the parents will be contacted for a meeting with the Deputy Head, and the action will be documented in the student's Power School log notes.

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4. If the student successfully completes the Behavior Intervention Plan, they will return to normal behavior expectations. However, if the student fails the Behavior Intervention Plan and parents have been met with, they will be put on a Deputy Head Behavior Intervention Plan.

Middle Range Issues (Disrespect/Continually No Homework/No Work Continually/Continual Poor Behavior, etc.)

1. The teacher will send an email to the student's parents, cc'ing the Deputy Head, detailing the cause of concern regarding the student's behavior. The email will be copied and pasted to the student's log notes on Power School.
2. The student's parents will be called in for a meeting with the Deputy Head.
3. A behavior contract will be presented, and the parents and student will be required to sign it.
4. The student will be put on a Deputy Head Behavior Intervention Plan.
5. The behavior contract will be on file for the student and will remain in effect until the end of the academic year.
6. After the plan is complete (1 week), a restorative meeting will be held with the parents and student.

Major Issues (Fighting/Endangerment of other's personal safety/Any form of Harassment, etc.)

1. The student will be brought straight to the Deputy Head.
2. An incident sheet will be completed.
3. The student will be kept in the Deputy Head's office, and their parents will be contacted.
4. If necessary, the student's parents will be called to remove them from school property.
5. The Head of School will determine suspension.
6. If further action is necessary, it will be taken.
7. After the suspension is completed, a restorative meeting will be held between the student, their parents, and the Deputy Head.

Respect, Civility and Responsible Citizenship

All members of the school community must:
- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly and promote a positive school climate that is inclusive and accepting of all;
- pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual;
- orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need; seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and not swear at a teacher or at another person in a position of authority.

Safety

All members of the school community must not:

- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- engage in bullying behaviours. Bullying is a relationship problem. It is the assertion of interpersonal power through aggression.

Suspension

By deliberately choosing to act in ways not acceptable to the Code of Conduct of Blyth Academy, students choose to suspend themselves from our school, which may result in an in-school suspension, or being sent home (suspended from classes).

- Uttering a threat to inflict serious bodily harm on another person
- Smoking on school property
- Possessing and/or being under the influence of alcohol or illegal drugs
- Possession or misuse of any harmful substances
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Theft of private or public property
- Bullying including physical or emotional aggression, harassment or intimidation of peers or staff members
- Willful destruction of school property; vandalism causing damage to school property
- Use of profane or improper language
- Racism
- Aid/incite harmful behaviour
- Physical assault or fighting
- Extortion
- Chronic absenteeism
- Defiance or non-participation in school activities
- Cheating/plagiarism
- Frequent non-compliance with uniform requirements
- Leaving grounds without permission
- Inappropriate use of electronic communications or media devices
- Cyber Bullying, inappropriate use of social media during school hours
- Any acts deemed unacceptable by school administration

Expulsion

While Blyth Academy believes it is more desirable to change the behavior of a child, it may be necessary to deal more severely with problems that arise. Therefore, the following guidelines are established. Again, by deliberately choosing to act in ways not acceptable to the Code of Conduct of Blyth Academy, students choose to expel themselves from our school. Administration will investigate serious accusations thoroughly and objectively. In some circumstances, the student may have the opportunity in the presence

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of a parent to withdraw from Blyth Academy or, the Head of School may decide that there are sufficient grounds to proceed with expulsion. These more serious infractions include:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing a sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Sexual harassment
- Racial harassment
- Hate-motivated occurrences
- Distribution of hate material
- Possession of explosive substance
- Any activity motivated by bias, prejudice or hate based on race, nationality, or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Bullying (including cyber-bullying) if:
    o the pupil has previously been suspended/or grounded for engaging in bullying, and
    o the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Multiple out of school suspensions where student has not made effort to change behavior
- An act considered by the Head of School to be a serious breach of this Code of Conduct

2.04 - Harassment and Violence Policy

Purpose
Blyth Academy is committed to providing a safe learning, living, and working environment for its students, staff, affiliates and visitors. In this regard, Blyth Academy will take reasonable action to provide an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior. These behaviours are often referred to as 'bullying'. Blyth Academy has a Zero Tolerance policy for violations of these standards of care.

Policy Statement
Blyth Academy will not tolerate violence, threats, harassment, intimidation and other disruptive behavior on its campus, at off-campus locations, such as other schools or while on field trips, administered by or associated with Blyth Academy, or in its programs, whether by students, staff, parent volunteers or visitors. Such behavior may include any unwanted physical contact, oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm or intimidation. Individuals who commit such acts will be subject to sanctions including, but not limited to, removal from the premises; exclusion from the premises; corrective and/or disciplinary action; suspension, expulsion or involvement of legal authorities.

Procedures
In order to effectively implement this policy and maintain a safe campus environment, Blyth Academy urges individuals who experience or witness violent behavior on campus or in school related programs to report it immediately to the Head of School.

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All reports of incidents / violations will be taken very seriously and be dealt with immediately. Information regarding incidents of violent conduct and/or threats of violence will be fully investigated, documented, and, if warranted, forwarded to the authorities for their investigation.

Blyth Academy may refer individuals accused of making threats of violence for an independent assessment of the likelihood that they will act on a threat of violence. If the continued presence of an individual on campus threatens or disrupts the conduct of school business, the individual may be suspended from participation in Blyth Academy programs or activities pending the outcome of an assessment.

Individual members of the Blyth Academy community who receive threats of bodily harm or who are the targets of harassing or stalking behaviors are urged to contact the Head of School and/or Police Department and to avail themselves to services offered by student Guidance Counselor.

Every effort will be made to respect the privacy of all individuals involved in these matters. However, the necessity to protect public safety may require the disclosure of otherwise confidential information. All such decisions will be reviewed, approved and authorized by the Head of School.

In most cases, reported behaviors may not constitute violations of the law which require police action, but may be violations of Blyth Academy school policies. In these circumstances the Blyth Academy Resolution Process will refer persons to alternative resources for assistance, e.g.:

- Staff misconduct: The Head of School and/or Business Development Manager can provide advice, guidance and assistance if a staff member is suspected of engaging in inappropriate behavior.
- Employee / Contract Worker / Service Provider misconduct: The Head of School and/or Business Development Manager can provide advice, guidance and assistance if an employee or contract worker is suspected of engaging in inappropriate behavior.
- Student misconduct: In the event a Blyth Academy student is suspected of engaging in inappropriate behavior, the Head of School, Deputy Head, Elementary Lead or Guidance Counselor will be available to provide advice, guidance and assistance.
- Victim Support: Victims of inappropriate behaviors or violations of this policy will be provided avenues of assistance by the Guidance Counselor or Administration, to support their needs for resolution.

2.05 – Confidentiality & Privacy Policy

Purpose
Blyth Academy is responsible for maintaining the confidentially and privacy of Blyth Academy's student, guardian, staff or other school data. Administration is accountable for Blyth Academy's compliance with The Personal Information Protection and Electronic Documents Act (PIPEDA).

Policy Statement
Blyth Academy will identify and document the purposes for which it collects personal information. Only personal information that is necessary for those identified purposes will be collected. If the personal information that has been collected is to be used for a new purpose, this new purpose will be identified and consent for such new purpose will be obtained from the students' and guardians or staff to whom the personal information relates prior to using such personal information. School data will not be disclosed unless approval from Administration has been granted.

Procedures
Blyth Academy shall only collect, use and disclose personal information about students and parents for the following purposes:

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- To assist Blyth Academy in the collection of tuition, fees and other charges owing with respect to educational services provided by the school.
- To assist Administration and the Guidance Counselor in planning the courses offered in the school calendar.
- To assist staff in communication with students and parents
- To communicate information to The Ministry of Education and Higher Education or Alberta Education.
- Blyth Academy does not collect and use personal information about students and parents for the following purposes:
    o to sell student and parent lists to third party agencies.
    o for the promotion of any other business or service not connected to the school unless otherwise requested by the student or parent in discussion with any other parent without prior consent.
- Students and parents' inquiries regarding the purposes for the collection, use and disclosure of personal information will be addressed by Blyth Academy.

Student and Parent Personal Information

Blyth Academy will comply with:
- PIPEDA
- Other acts which protect personal information and privacy, such as the Alberta Education Act and the Ministry of Education and Higher Education Code of Ethics.
- Any future Alberta or Qatari protection of privacy legislation as it relates to the rights of students and parents.

For the purposes of this policy, personal information means information about an identifiable individual who is, has been or has made application to be accepted as a student or the parent/guardian of a prospective, current or past student of Blyth Academy. The Canadian Standards Association Model Code for the protection of personal information is a national standard that was developed by the Canadian Standards Association. The Code is a central part of PIPEDA. The Code's ten privacy principles are identified in PIPEDA as follows:
- Accountability
- Identifying Purpose
- Consent
- Limiting Collection
- Limiting Use, Disclosure & Retention
- Accuracy
- Safeguards
- Openness
- Individual Access
- Challenging Compliance

Blyth Academy has implemented the following policies and procedures to give effect to these principles, including:
- Implementing procedures to protect personal information provided as part of the application procedure and as a part of the ongoing process of the education of students during their attendance and subsequent to their attendance at Blyth Academy.
- Establishing procedures to receive and respond to complaints and inquiries in connection with the collection, use and disclosure of personal information by Blyth Academy.

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Consent

The knowledge and consent of students and parents is required for the collection, use or disclosure of personal information, except when inappropriate, including where permitted or required by law. Blyth Academy will seek consent for the collection of personal information at the time of collection, wherever possible. Blyth Academy will make a reasonable effort to ensure that students and parents are advised of the purposes for which the personal information being collected will be used, and will state the purposes in a manner that will allow students and parents to reasonably understand how their personal information will be used or disclosed by Blyth Academy.

Consent may be obtained in a variety of ways, for example, through the application form, orally by telephone or by electronic media, depending on the circumstances and the type of personal information being collected, and in particular, on the sensitivity of the personal information. The reasonable expectations of students and parents will be considered when obtaining consent. For example, where students and parents provide their names and addresses for mailing and billing purposes, they should reasonably expect that this information would also be used for sending out report cards, progress reports, invitations to school events to students and parents, where the choice to respond is solely that of the students and parents.

In certain circumstances, personal information can be collected, used or disclosed without the knowledge or consent of students and parents. For example, legal, medical or security reasons may make it impossible or impractical to seek consent. Seeking consent may be impossible or inappropriate when there is an emergency threatening the student's life, health or security, or where the student is a minor, seriously ill or incapacitated. Although information may be publicly available, Blyth Academy will treat this in accordance with PIPEDA principles.

Moreover, Blyth Academy may provide personal information to its lawyers, advisors, agents and/or third parties to collect a debt, comply with a subpoena, warrant or other court order, to a government institution requesting the information upon lawful authority, or as may be otherwise required by law. In all cases, proper internal authorization for disclosure procedures will be followed.

The use of Blyth Academy's educational services will be considered consent to collect, use and disclose personal information for stated purposes. The students and parents' consent for the collection, use and disclosure of personal information is also obtained by Blyth Academy as follows:
- When students and parents complete the application and registration forms.
- When an invoice is sent to parents for services provided by Blyth Academy.

Students and parents may withdraw consent by providing reasonable notice to Blyth Academy. Blyth Academy will inform students and parents of any implications of such a withdrawal. Any withdrawal of consent will still allow Blyth Academy to use and disclose a students and parents' personal information in order to collect or enforce payment of amounts owing as a result of a Students previous or continuing use of the educational services provided by Blyth Academy.

Limiting Collection

The collection of personal information will be limited to that which is appropriate in the circumstances.

Limiting Use, Disclosure & Retention

Blyth Academy will not use or disclose personal information for purposes other than those for which it was collected, except with the consent of the students and parents or as required by law. Personal information cannot be used or passed on in a manner inconsistent with the identified purpose.

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Blyth Academy may disclose both a student and parents' personal information to third parties retained by Blyth Academy for the purposes of billing such students and parents for the use of services provided by Blyth Academy and to collect and enforce payment of amounts owing by such students and parents. Certain Blyth Academy employees may be given access to a students and parent's personal information collected by Blyth Academy in so far as their duties require access for the purposes outlined. Blyth Academy employees are governed by a non-disclosure agreement prohibiting disclosure or use of any confidential or personal information for any purposes other than the stated purposes. Personal information that has been used to make a decision about a student will be retained in accordance with the Blyth Academy document retention guidelines and the guidelines set down in the Education Act in the Province of Ontario. Personal information that is no longer required will be shredded. Blyth Academy retains the personal information of a student and parents only for as long as it is required for Blyth Academy's business purposes or as required by federal and provincial laws.

Accuracy

Blyth Academy will take reasonable steps to ensure that the personal information under its control is as accurate, complete and up to date as is necessary for the purposes for which it is to be used. Blyth Academy will not routinely update personal information, unless such a process is necessary to fulfill the purposes for which the information was collected. Blyth Academy will take reasonable steps to ensure that personal information that is used on an ongoing basis, including personal information that is disclosed to third parties, is accurate and up to date.

Safeguards

Blyth Academy will take reasonable steps to protect personal information through security safeguards appropriate to the sensitivity of the personal information. Employees of Blyth Academy who have access to personal information will be made aware of the importance of maintaining the confidentiality of personal information. Security safeguards protect against loss or theft, as well as unauthorized access, disclosure, copying, use or modification.

Openness

Blyth Academy will make readily available to students and parents' specific information about its policy and guidelines relating to the management of personal information. Blyth Academy will be open about its policy and procedure with respect to the management of personal information, and students and parents will be able to acquire information about these policies easily and in a form that is generally understandable.

Individual Access

Blyth Academy's Administration will inform students and guardians of the existence, use and disclosure of their personal information (including to third parties) and will provide access to that personal information, upon written request. Blyth Academy will assist students and parents in the preparation of a request for access when students and parents' requests assistance. Blyth Academy will inform students and parents whether or not it holds personal information about them and will indicate the source of any such personal information, when possible. There may, however, be situations in which Blyth Academy will not be able to provide access to all the personal information that it holds about a student or parent, although these situations will be limited and specific, and permitted or required by law. For example, Blyth Academy will not be able to provide access to a student's or parent's personal information where giving such access would violate a court order or where the disclosure of such information would likely reveal personal information about a third party, unless that third party's personal information can be severed from the students' and parent's personal information. If Blyth Academy refuses a request for access, students and parents will be informed, where appropriate in writing of the refusal, setting out the reasons for the refusal and informing students and parents of their right to appeal that refusal Blyth Academy will require that students and parents requesting access to their personal information will provide the appropriate verification information required to obtain access to such personal information.

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This information will not be used for any purpose other than to permit Blyth Academy to provide an account of the existence, use and disclosure of the students and parents' personal information. Blyth Academy will be as specific as possible in providing an account of third parties to which personal information has been disclosed, and will provide a list of organizations to which personal information may have been disclosed when it is not possible to provide a list of the organizations to which specific personal information have actually been disclosed. Blyth Academy will respond to a student and/or parents' request to access their personal information within a reasonable time, and not later than 5 days after receipt of the request. Students and parents will be able to challenge the accuracy and completeness of the personal information and have it amended or amend it themselves as appropriate.

Depending upon the nature of the personal information challenged, amendment may involve the correction, deletion or addition of information and the amended information will be transmitted to third parties having access to the personal information, where appropriate. In some circumstances, students and parents will be referred to a third party to amend their information, for example Alberta Education. When students and/or parents challenge the accuracy and completeness of their personal, information and it is not resolved to their satisfaction, Blyth Academy will record the unresolved challenge and will transmit the existence of the unresolved challenge to third parties who have access to the personal information, where appropriate.

Challenging Compliance

Students and parents will be able to address a challenge concerning compliance with the above principles to the Head of School. Blyth Academy will handle all complaints or inquiries about the policies and procedures relating to the handling of personal information in line with the processes that are in place. Blyth Academy will inform students and parents who make inquiries or lodge complaints of the existence of the relevant complaint procedures. Blyth Academy will investigate all complaints, and if a complaint is justified, Blyth Academy will take appropriate measures, including amending policies and procedures.

Email Privacy

Blyth Academy will ensure parent and student e-mail addresses will be kept private.

2.06– Parent/Teacher Conflict Resolution Policy

Purpose

All members of the Blyth Academy community should contribute to a respectful, inclusive and compassionate atmosphere where differences and even the most difficult challenges can be overcome in a spirit of good faith and open communication.

Policy Statement

The home/school partnership plays an essential role in facing challenges and mastering problems, and an open dialogue between parents and staff is strongly encouraged. Through this partnership, the parent can raise concerns about any issues that affect a student's well-being and/or academic performance, and work together with the school to resolve them.

Procedures

1. The parent should arrange a meeting with the teacher to discuss his/her concerns and attempt to come to a mutually agreed upon solution.
2. If mutually agreed closure is not reached, the parent may arrange a meeting with the Department Head/Lead who the teacher works under. In this meeting the parent should discuss the attempts that have been made to settle the problem with the teacher. The Department Head/Lead, at their discretion, may invite the teacher to be present.

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3. If mutually agreed closure is not reached at this point, the parent may arrange a meeting with the Elementary Lead or Deputy Head for the Grade the teacher/dispute is related to. In this meeting the parent should discuss the attempts that have been made to settle the problem with the teacher thus far. The Elementary Lead/Deputy Head, at their discretion, may invite the teacher or Divisional Head/Lead to be present.
4. If there is still no closure, the parent may request a meeting with the Head of School by contacting the Head of School's administrative assistant. The Principal, Divisional Head/Lead, teacher and parent may be present at this meeting. This meeting is private and will be held in strictest confidence. The decision of the Head of School is final, and the conflict will be considered resolved.

2.07 - Cell Phone Policy

Purpose

This policy is intended to ensure that personal electronic devices do not interfere with the learning, safety, and well-being of students and staff as per the Qatar Ministry of Education and Higher Education's cell phone recommendations.

Policy Statement

CELL PHONES ARE NOT PERMITTED in school by order of the Ministry of Education and Higher Education of the State of Qatar and phones may be confiscated by staff.

Procedures

The following procedure will occur if a student chooses to bring their phone to school:
Every Morning upon arrival,

- Students in grades 7-9 will "sign" their phones into their homeroom class by 7:30am. Grades 10-12 will "sign" their phones into their Period 1 class. They will be kept in a locked cabinet until dismissal.
- At dismal time,
  o students will retrieve and "sign out" their cell phones from their homeroom class.
  o Students in grades 10-12 retrieve and "sign out" their cell phones from their 1st period class.
- Late students must "sign in" their phones at Reception upon arrival and "sign out" their phones at the end of the day. Phones will be kept in a locked cabinet for safekeeping throughout the day.

If students are caught with their phones on school property:
- First infraction:
  o The student's cell phone will be confiscated and secured with the Deputy Head for pick up by the student at the end of the day. *The phone will be placed in a Ziplock bag with the student information placed inside with the phone. It will then go into a locked drawer for safe keeping.*
  o This infraction will be recorded/documented by the Deputy Head
- Second infraction:
  o The student's cell phone will be confiscated and secured with the Deputy Head. *It will be the parent's responsibility to pick up the cell phone at the end of day or at their earliest convenience that is mutually agreed on by the Deputy Head.*
  o This infraction will be recorded /documented by the Deputy Head

- Third and/or repeated infraction(s):

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- o The student's cell phone will be confiscated for the remainder of the school year, and only a parent will be permitted to pick it up at the school at the end of June. *The phone will be locked in a safe in the Head of School's Office.*
- o This infraction will be recorded /documented by the Deputy Head

2.08 - Technology Use Policy

Purpose

Blyth Academy believes that the use of technology is an important part of education in the 21st century. This policy was developed to guide the use of technology by students. The responsible use of school system technologies resources that are ethical, respectful, academically honest, and supportive of student learning must be followed.

Policy Statement

Computers and/or tablets can be used by students and staff for educational purposes, to facilitate teaching and learning (writing, research, promote communication and presentation skills, advance technology skills, enhance learning and teaching, and conduct valid school business). Technology use is a privilege, not a right, and the expectation is that it will be used in a responsible, efficient, ethical and legal manner.

Students in grades 7-12 are required to bring their own device (laptop or tablet), fully charged each day.

Students in grades JK-6 are NOT to bring any devices from home, to school. This includes but is not limited to cell phones, Ipads and laptops. If devices are required for school work, they will be provided to students from the school's supply of technology resources.

Procedures

Equipment is shared, and all users are asked to follow the user policy for everyone's benefit.

1. The school's technology resources should be used for school-related tasks only.
2. School computers/tablets must be used by students under supervision of a staff member.
3. Inappropriate computer/tablet use will result in revocation of privileges, temporary or permanent, depending on the gravity of the offense.
4. Students are not permitted to:
   - Bring food or drinks into any computer lab. Also, there should be no food or drinks around any other school computer.
   - Change or alter computer settings without permission of the supervising teacher.
   - Access without authorization any files, programs, drives or archives.
   - Access or use another person's account.
   - Trespass in another person's folder, work or files.
   - Send or display offensive messages, pictures or artwork.
   - Use or view obscene language.
   - Harass, threaten or insult others.
   - Knowingly degrade or disrupt equipment, service performance or vandalize the data of another user.
   - Violate copyright laws (plagiarism).
   - Post or pass on personal communication without the author's prior consent.
   - Attempt to bypass computer security.
   - Download games, illegal or offensive material.

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- Record (photography, audio, video, etc. …) another person, unless a student has explicit permission to do so.

2.09– Social Media Policy for Students

Purpose

This social media policy is intended to provide guidelines to students who use social media platforms, including but not limited to Facebook, Twitter, Instagram, YouTube, and TikTok. The policy aims to ensure that the students understand the risks and responsibilities associated with social media use and protect their safety, privacy, and reputation.

Guidelines

1. **Be Respectful**
   a. Don't post anything that could hurt or offend others, including any form of hate speech, discriminatory remarks, bullying, or harassment.
   b. Respect others' privacy and don't share any personal information about them.
   c. Use appropriate language and tone when communicating online.

2. **Think Before You Post**
   a. Remember that anything posted online is public and can be viewed by anyone, so always consider the consequences of your actions before posting.
   b. Be aware of the potential risks and dangers associated with sharing personal information, compromising photos, and sensitive details about your life online.
   c. Avoid posting anything that could be considered illegal or against school policies or defamatory towards the school.

3. **Protect Your Online Identity**
   a. Don't share your passwords with anyone, and always log out of your accounts on shared devices.
   b. Use strong passwords and never use the same password for different accounts.
   c. Be cautious when accepting friend requests or following people you don't know.

4. **Be Honest and Authentic**
   a. Don't create fake accounts or impersonate others.
   b. Don't share false or inaccurate information.
   c. Be transparent about any sponsorship, ads, or affiliations you have with certain products or brands.

5. **Social media during class**
   a. Students are prohibited from using social media during class and other important academic activities. They should also ensure that social media use does not interfere with their academic responsibilities.

6. **Follow School Policies**

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a. Students are expected to adhere to school policies and guidelines while using social media.
b. Any online activity that threatens or negatively affects the school's reputation or the wellbeing of students, employees, or the community can result in disciplinary action.
c. Any violation of this policy will result in disciplinary action.

2.10– Social Media Policy for Staff

Purpose

This policy outlines the guidelines for the use of social media by the school staff. Social media has become an integral part of communication and information sharing; however, its inappropriate use can have damaging consequences on the school, staff, and students.

Policy Statement

All staff, including teachers, administrative staff, and support staff must use social media in a responsible, respectful, and professional manner. It is the responsibility of all staff to adhere to the guidelines of this policy to protect the reputation of the school and to maintain a safe and respectful online environment.

Guidelines

1. **Professionalism:**

All staff must maintain high levels of professionalism on social media platforms. Posts and comments should not harm the reputation of the school and its stakeholders, including colleagues, students, parents, and the wider community. It is prohibited for school staff to engage in personal conversations with students on social media platforms.

2. **Privacy and confidentiality:**

Staff should not share any confidential or personal information about school students and their families on social media platforms. All private information should be kept confidential to protect the privacy of the students and their families.

3. **Harassment:**

All staff should refrain from making any offensive or derogatory remarks on social media platforms that could be perceived as harassment or bullying towards colleagues, parents, or students.

4. **Respectful communication:**

Staff should communicate respectfully with all stakeholders on social media, avoiding insults, hostile language or inflammatory statements that may cause tension. School staff should avoid discussing controversial or sensitive topics on social media that could affect the reputation or credibility of the school.

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5. **Identification:**

Staff should not disclose any information or content on social media that could identify, imply, or accuse other school stakeholders, including colleagues, parents, or students, without their consent.

6. **Endorsement and promotion:**

Staff should not use social media platforms for personal promotion, or to endorse any product, service or idea that can be perceived as endorsement by the school.

7. **Personal use:**

Staff must not use school computers or their working hours to access personal social media accounts on school premises.

8. **Monitoring and enforcement:**

The school reserves the right to monitor social media use by staff and enforce this policy when deemed necessary. Any violation of this policy may result in disciplinary actions.

Consequences:

Any violation of this policy will be regarded as a breach of professional practice and may result in disciplinary action, up to and including termination.

Conclusion
This policy is intended to provide guidance for staff members on how to conduct themselves appropriately on social media platforms.

2.11- Safe Arrival/Departure Policy

Purpose
Blyth Academy believes that students' safe arrival to and departure from school each day is paramount.

Policy Statement
It is the responsibility of staff and families to ensure the safe arrival and departure of children at Blyth Academy. Practical and safe approaches will promote a smooth transition between home and the school.

Procedures

Procedures for Arrival
School gates will open at 7:00am, however, students are asked not to arrive until 7:15am-7:20am. The school doors are not unlocked until arrival of first staff member. Please note, **security guards are not permitted to open gates prior to 7:00am for students. There is NO supervision on the school grounds until 7:00am**.

K-6 students will enter through Gate 2 and proceed directly to playground. Grades 7-12 students will enter through Gate 3 and proceed directly into Block B.

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At 7:20am, JK-6 students will line up in their designated class areas on the playground. Teacher on duty will dismiss each class into Block A in an orderly manner.

The National anthems and morning announcements will be played at 7:25am each morning in Block A and Block B.

Classes begin at 7:30am each day.

Parents who drive children to school are asked to park their car only in designated areas outside the school gates. Parents are asked to walk their JK-6 children safely to the Gate 2 entrance. Grades 7-12 students are asked to walk safely to Block B once dropped off at Gate 3. **Vehicles are never to be left running and unattended** or left parked in a NO PARKING area – please do not obstruct the flow of traffic. All school buses will drop students off in the designated bus parking lot area. Parents are asked not to obstruct the buses in any way.

Procedures for Attendance
- For grades JK-9, teachers must have attendance completed by 7:45 am in PowerSchool.
- Reception will be informed regarding student absences.
- Parents are requested to contact the school via **email** or telephone to inform the school of their child's absence. Reception will cross reference teacher lists and parent calls.
- Students who are marked 'Absent' and whose parents have not contacted the school will be contacted to confirm that parents are aware the child is not in attendance.

Procedures for Departure
BA does not provide after-school supervision for students who are being picked up by drivers or family members – security guards are not permitted to conduct supervision.

Afterschool Pick up times are:

School Day	Grades JK-6	Grades 7-12
Sunday	2:10pm	2:15pm
Monday	2:10pm (3:15 for students in afterschool activities)	2:15pm (3:15 for students in afterschool activities)
Tuesday	12:10pm	12:10pm
Wednesday	2:10pm (3:15 for students in afterschool activities)	2:15pm (3:15 for students in afterschool activities)
Thursday	2:10pm	2:15pm

Late Student Pickups
Students who are not picked up at the appropriate time will wait in the reception area in the administration building for their parents. Use of the playground and athletic facilities is prohibited. Once the last administrator leaves the building for the day, all students will be asked to wait outside. Parents and students may notice exceptions at times, that being the children of staff who are working and are, like all parents, responsible for the supervision of their children.

Procedures for Early Dismissal
- Once students are on campus, **they will not be permitted to leave school property until the end of the school day.**
- Permission will only be provided to leave campus for:
  - Scheduled appointments
  - Sickness

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- ▪ Family emergencies
- ▪ During exam weeks
- ▪ Only if communicated by parent and/or prearranged
- Students requesting to leave school early MUST have written permission from their parent. As well, students will not be released to a sibling without written permission from the parent. Parents must email reception at *info@blythacademyqatar.com* to inform of any early dismissal of students.
- Security will maintain an early dismissal log for all students leaving early (with permission).
- Students will be granted a permission slip from reception to leave. Students will present the permission slip to the Security Guard at the gate upon exit.
- If a student is on a class trip off campus, they will not be permitted to leave the group unless written permission from a parent is provided. Parents must email Homeroom Teacher and Cc.*info@blythacademyqatar.com* to grant any leave from class trips.
- Please note that, student dismissal times and procedures may change during exam days. Permission forms will be required for early leave during exam time.
- If an older student **(in grades 7-12 only)** is leaving early and being picked up by an Uber, it MUST be arranged by the parent **only** and not the student, so that the parent can track the Uber. Security will record the Uber license plate number given by the parent to reception when ordered.
- Security will ensure students leaving early are signed out by the person approved to pick them up.
- If a staff member arranges for a student to go home early, they must contact parents first and follow all early dismissal procedures.

Dismissal procedures for Block A (JK-6) students:
- Non-Homeroom Teachers will lead bus students to their designated buses at 2:05 PM.
- The Elementary Lead and assigned supervision teachers and TA's will be supervising during dismissal.
- Homeroom Teachers will proceed to the dismissal area only after all bus lines have left. Students will remain in the class line until they are sent to meet their parent. They are not to cross under the black barrier, but walk around the divider to the other side to meet their parent.
- Students who will be picked up by an older sibling from Block B will wait at the designated "pick up area" outside Block A, their older sibling will then walk them out to Gate 3.
- Once classes have lined up in the gym area, parents may take their children home after ensuring the homeroom teacher knows parents/guardians have received them.

Dismissal procedures for Block B (7-12) students:
- A teacher will be stationed at the front entrance of the Block B Building during the grades 7-12 after-school dismissal period. The assigned supervising teacher is responsible for guiding students towards Gate 3.
- The teacher at the front entrance of Block B will ensure that students pick up their siblings as needed and maintain a smooth and orderly flow of students moving towards Gate 3. Block B students and their siblings must leave through Gate 3, to minimize further traffic in the Gate 2 dismissal area.
- Block B students are not permitted to enter or walk through the Block A dismissal area.

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- Gate 3 will be supervised by a security guard and an administrative staff member who will provide additional supervision to ensure the safety and well-being of students during dismissal.
- All supervising staff must stay at their assigned locations until the completion of the Block B dismissal process.

2.12 – Transportation/School Bus Policy

Purpose

Blyth Academy believes that the safety, and well-being of students who take the bus to and from school daily, for co-curricular activities, or for after school extra-curricular activities is of utmost importance. The following policy and guidelines have been developed with the safety and security of our students in mind when/if riding one of our buses, which is an extension of the care of students 'while attending Blyth Academy.

Policy Statement

It is the primary objective and responsibility of the school to ensure the safe arrival and departure of students who ride the school bus as they are transported to and from school and home daily, for school sponsored field trips, or for co and extracurricular activities. Blyth Academy will offer bus transportation to students on a per user basis. Parents will pay a bus fee per semester as approved by the MoE in order to use the school's bus service to and from school accordingly.

General Information

- School Transportation for all students who register for busing, is contracted by Blyth Academy with an additional cost to parents As approved by the Ministry of Education.
- The bus service cannot drop-off every child to an individual address. This is a service between predetermined collection points and as such may require children to walk some distance to a collection point.
- The school will provide a late bus to paid busing student during After School Extracurricular activities or other school activities outside the regular schedule.
- Bus Tags will be provided for all students from JK-3 and attached to their backpacks.

Procedures

Pick-up / Drop-off Points

- Parents/guardians are asked to ensure students are at the pick-up/drop-off points at least 3-5 minutes before the scheduled times.
- Buses will arrive and depart from pick-up/drop-off points at the scheduled times unless there are uncontrollable factors (mechanical problems, inclement weather or student misbehaviour)
- Buses cannot wait for late students or parents/guardians.
- The bus will leave the school at 2:25pm, promptly each day. If students do not arrive on time the bus is required to leave. Parents will need to arrange transportation home on these days.
- A parent or/guardian must collect/meet their child at the designated bus stop for students in grades JK-6

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- Students will not be permitted to exit the school bus in the absence of their parent(s)/guardian unless the school is informed (in writing) by parent(s) of an alternative.
- **If a parent/guardian is not present at the bus stop to collect their child, the student will be returned to the school and parents/guardian will be notified to come and pick them up.**
- The school must be informed of any changes to the daily routines, such as parents collecting children from school.
- Parents must give written permission for the following instances:
  - They have an older sibling who will accompany a student home from the bus stop in grades JK-6.
  - Parent(s) approve and give permission for their child to be dropped off at the designated bus stop, and then walk home without a parent/guardian meeting them (grades 5 and up only).

School Bus Roles and Responsibilities

Facilities Manager shall:
- Communicate job expectations to Drivers and Bus Assistants.
- Record minutes to all meetings held with Drivers and/or Bus Assistants.
- Develop school bus routes.
- Oversee the daily routines of the busing program, including cleaning and maintenance.
- Follow up on all parent busing complaints.
- Secure and monitor the tracking system data. (student bus lists, student attendance sheets, etc)
- Perform other relevant duties as assigned by Administration.

Bus Driver shall:
- Drive the route provided. Pick up and drop off locations may not be altered without approval from the Facilities Manager, or designate.
- Be responsible for the safety and conduct of the students while they are on the bus.
- Never let anyone else drive the bus assigned to him, unless written authorization has been granted by the Facilities Manager, or designate.
- Undertake trips, other than the assigned daily runs, only with written authorization from the Facilities Manager or designate.
- Report all student misbehaviour requiring disciplinary consideration to the appropriate Administrator.
- Abide by relevant government regulations for driving a bus in Qatar.
- Check each seat on the bus at the end of each bus run to and from school.
- Ensure buses are cleaned after each bus run inside and out, roughly two times a day.
- Ensure Air conditioning is working efficiently. Allow ample time for bus to be cooled and ready to go. This may take 30 minutes or more depending on temperature.
- Buses are kept cool and clean at all times.

Bus Assistant shall:
- Take attendance for every bus run.
- Be responsible for the safety and conduct of the students while they are on the bus.
- Immediately report instances where a student was present in the morning, but absent in the afternoon.
- Manage student behaviour on the bus.

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- Report all student misbehaviour requiring disciplinary consideration to the appropriate administrator.
- Perform other relevant duties as assigned

Student' shall:

- Abide by Blyth Academy's Student Code of Conduct and Blyth Academy's Bus policy and guidelines while traveling on Blyth Academy school buses.
- While on the bus, students must conduct themselves in a quiet and courteous manner, showing consideration for the comfort and safety of others.
- Not cause damage to the bus or will be held fully accountable.
- Be ready and wait on time in a position where the bus driver can see you before stopping the bus.
- Upon entering the bus, take a seat immediately, fasten seatbelts and remain seated while the bus is moving. Do not switch seats while travelling.
- Respect the wishes of the Driver and Bus Assistant at all times.
- Keep aisles clear of books, bags and other belongings, with the exception of bottled water. Eating and/or drinking on the bus is not permitted.
- Talk quietly using an 'inside' voice.
- Be courteous to fellow passengers
- Respect the property of the transport company.

Parent/Guardian shall:

- Support the school in the application of the conditions of the Blyth Academy Student Code of Conduct and Blyth Academy's School Bus policy and procedures for their children while traveling on Blyth Academy school buses. This includes accepting disciplinary action (outlined in Regulations) to students breaking the rules.
- Review Blyth Academy's School Bus policy and procedures with their children using Blyth Academy bus service.
- Drop off and pick up their children at the proper locations and times.
- Inform the school of any changes to the daily routines, if your child is to return home by any other route than normal, or is not to ride the bus home at all.
- Parents can promote school bus safety in the following ways:
  - a) Go over with and discuss with your children the contents of this procedures and guidelines particularly the responsibilities of the students.
  - b) Provide extra help and guidance to their children during the first several weeks of school, especially for kindergarten, grade one and grade two students. The children must have a good understanding of the school drop off and pick up procedures; behaviour while waiting for buses, as well as on board; what to do when buses are late, etc. Safety is of utmost importance and should be emphasized by the parents.
- Parents are responsible for students until they board the school bus and following unloading at their designated stop in the afternoon.
- Parents will be responsible for wilful damages to school buses caused by their children.
- Parents are responsible for making alternate transportation arrangements for their child(ren) when they are late for the bus. This applies to mornings, dismissal times.
- If there is a change in home address, parents are to inform the school registrar through email so that the child can be placed on the appropriate bus route (if there is a bus route and space available). Notice should be given at least one week in advance to ensure proper arrangements can be made by the school for the student to have a spot on a bus.

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Rule Violation Procedure

Blyth Academy's Code of Conduct expects all students to display appropriate behavior in school. This expectation extends to student behavior on the school bus. In the case of inappropriate behavior on the bus:

- A report will be given by the Bus assistant to the Facilities Manager and Deputy Head.
- School will contact the parents directly.
- A penalty may be imposed on the student at the discretion of the school and may include temporary suspension or loss of bus service.
- A letter informing the parents/guardian of the incident and penalty, if any, will be provided by the school.
- Consistent and Poor behavior on the school bus will result in :
  - First violation a verbal reprimand and letter home to parents.
  - Second violation suspension from riding bus for up to three (3)days
  - Third violation suspension from riding bus for up to two weeks
  - Loss of bus privileges for the remainder of the year will be at the discretion of Administration.

Transportation fee payments

- Parents who wish for their child(ren) to access Blyth Academy's bus service from the beginning of the school year are required to pay in full for each semester.
- The bus fee should be paid on or before the due date.
- If a student is suspended emporarily or permanently there will be no refund of bus fees.

Lost and Found

- The school is not responsible for items lost by students on the bus however any student who loses an item on the bus should contact the driver the next time he or she rides and also inform his/her class teacher. Items found by drivers will be handed to the school. Parents may contact the school on this.

2.13– Inclusive Learning Policy

Purpose

It is important for schools to encourage and accept diversity and inclusion. "Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all children and students. Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta's education system is built on a values-based approach to accepting responsibility for all children and students.

Policy Statement

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Every learner has unique needs. Some learners have profound and ongoing needs and others have short-term or situation-based needs. This calls for flexible and responsive learning environments that can adapt to the changing needs of learners.

For some learners, the most responsive and flexible learning environment may include:
- instruction and support in a grade-level classroom with same-aged peers
- individualized instruction in smaller group settings
- a specialized classroom or setting
- one-on-one instruction
- a combination of all the above

When teachers use evidence-based instructional practices and strategies to support student engagement, it can lead to greater achievement and success for all children and students. (https://www.alberta.ca/inclusive-education.aspx).

At times, in order to accurately identify the supports needed, Blyth Academy encourages parents to seek outside assessments that result in a detailed list of recommendations for support by professionals in a field of study. These recommendations can become part of a student's documented accommodations.

Procedures

Available Learning Supports/Students with Accommodations or IPP's
The following is a list of available learning supports for in-class assessments (also available for provincial exams pending external approval):
- Extra time
  - All Alberta students are eligible for 3 hours (to a maximum of 6 hours) on provincial (PAT's) and diploma (Grade 12 Diploma Exams) assessments. (i.e. 3 hour exam, students allowed up to 6 hours)
  - Generally, extra time is given for in-class assignments
  - Extra-time on assessments may be provided based on students' individual needs
- Students will not have more than 1 major exam schedule on one day
- Private writing location (no external approval required)
- Scribe, Word Processor, Speech Recognition Software
- Enlarged print
- Rest breaks (no external approval required)
- Other supports can be requested on the student accommodations and will be evaluated

Alberta Education's Principles of Inclusive Education
The following 6 principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centered decisions related to policies, practices and actions at every level of Alberta's education system.
- **Anticipate, value and support diversity and learner differences** – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their cultural diversity
- **High expectations for all learners** – Creating a culture of high expectations begins with a curriculum with meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
- **Understand learners' strengths and needs** – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

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- **Remove barriers within learning environments** – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.
- **Build capacity** – Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
- **Collaborate for success** – All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.

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2.14– Accident and/or Injury Policy

Purpose
The purpose of this policy is to ensure the safety and protection of all students, faculty, and staff while on school grounds or participating in school-sponsored activities. In case of any accident or injury, this policy serves as a guide to handle the situation promptly and effectively while minimizing the impact on the school community.

Policy Statement
Our school recognizes that accidents and injuries can happen unexpectedly. As such, it is our responsibility to ensure the students, staff, and faculty's safety by creating an environment conducive to their welfare and security. This policy provides proper procedures that must be followed in case of any accident or injury that occurs to avoid additional damage, prevent recurrence, and ensure appropriate medical attention is provided.

Procedures
1. **Reporting procedures:**

    Any student who experiences an accident or injury while at school must report the incident immediately to the closest teacher, School Nurse or staff member immediately. If a student is unable to report the incident due to the severity of the injury, another student should report the incident to a staff member. Any staff member who is made aware of the accident or injury should take the necessary steps to respond to the situation.

2. **Assessment of injury:**

    Once the student has been assessed by the first staff member who was present, the appropriate treatment will be provided. They may refer the injured student to the School Nurse (or First Aid designate if the School Nurse is absent or undeliverable) for further assessment and treatment(s). For minor injuries, basic first aid will be administered by the school nurse or a First Aid trained staff member. If further medical attention is needed, parents or guardians will be contacted by the School Nurse, and the injured student may be taken to the hospital. (via ambulance if necessary).

3. **Documentation:**

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An official Accident and Injury report (found on Teams) will be completed for each injury or accident that occurs during school hours or school-sponsored activities. The teacher and school nurse will document all accidents and injuries that occur within the school premises. The original copy of the completed Accident and Injury report must be kept with the School Nurse and a copy sent to the Head of School for each incident. This documentation will include information such as date, location, nature of the injury, treatment provided, and relevant medical information. Any witness statements and any other relevant information will also be included in the report.

4. **Communication with parents or guardians:**

Parents will be notified of their child's accident or injury (by the School Nurse or designate) as soon as possible. Communication will be respectful, clear, and straightforward. Parents will be informed of the extent of their child's injury and any treatment received. The school will also inform parents of any limitations or instructions for their child's activities or participation at school.

5. **Follow-up and recovery:**

The school will follow up with the injured student after the initial incident to ensure that they are recovering well and are not experiencing any complications. If a student is unable to attend school due to an injury, teachers will communicate directly with the family to arrange for any missed work to be completed. When the student is cleared to return to school, staff will work with the family to ensure that all necessary accommodations are made to facilitate a smooth transition back to the school environment.

6. **Confidentiality:**

The school will maintain confidentiality and respect the privacy of the student and their family when handling any accident or injury. Access to the incident report will be limited to the school staff that needs to know and the family of the student.

Conclusion

In conclusion, the school takes student safety seriously and will make every effort possible to ensure that all students are protected from accidents and injuries. When they do occur, the school will respond promptly and appropriately to ensure the student's well-being.

3.0 General School Policies

3.01– Student Attendance Policy

Purpose

Blyth Academy prioritizes the safety and well-being of our students, staff, and visitors. Regular attendance and punctuality are vital components of the learning process and the assessment of student achievement. This policy aims to ensure that all Blyth Academy students attend regularly and punctually, providing a foundation for success both academically and socially.

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Policy Statement:

Attendance and punctuality among every student enrolled at Blyth Academy are mandatory, and all teachers are responsible for keeping records of their students' in Powerschool attendance. Consistent absenteeism and tardiness could lead to discussions concerning a more suitable educational setting for students. High School students with more than 15 absences will be removed from their classes and not receive credits for the courses.

Procedures:

1. **Attendance Requirements:**
   - All students are required to attend all scheduled classes and arrive on time. Being late thirty minutes or more is considered a half-day absent. Tardy students must sign in at the office before class and a "Late Slip" to give to the teacher.
   - Students are not allowed to leave the school premises during school hours as per Blyth Academy's Safe Arrival/Departure Policy and Procedures.

2. **Attendance Monitoring:**
   - All teachers must take attendance of their students on Powerschool.
   - Grade 7-12 attendance must be taken for every class on Powerschool.
   - Grades JK-9 attendance must be completed on PowerSchool by 7:45 am.
   - Reception must receive an attendance report for early morning absences and update the attendance system immediately, as well as inform the parents or guardians.
   - Parents must provide a reason for their child's absence through email or telephone.
   - Regarding unexplained absences, reception must cross-reference with teacher lists and contact the parents or guardians to confirm their child's absence.
   - Parents should submit medical notes to the school nurse through email at nurse@blythacademyqatar.com.

3. **Extenuating Circumstances:**
   - If a student must be absent due to extenuating circumstances such as travel, out-of-town medical appointments, or national sports team involvement, students must complete a pre-authorization leave form and return it to the school's administration before their absence.
   - A plan must be agreed upon with the teacher(s) to complete the coursework missed within a timeframe approved by school administration.

4. **Absence Accountability:**
   - Students who have more than five unexcused absences in a semester will receive contact from the school's administration, and parents will be notified immediately.
   - Throughout the semester, parents will receive attendance, lates and absences updates on their child's report card.
   - Parents must submit a Leave form that may be obtained from their teacher for students taking an extended leave.

5. **Making up Missed Work:**
   - Students who miss any scheduled work, assignments or assessments are responsible for making them up as soon as possible.
   - Students must speak with individual teachers to obtain missed work and the deadline approved in minutes' protocol.

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- If a student receives approval to miss school for an extended period, the student must ensure that all teachers are notified and regular communication is maintained during the student's absence through Teams.

6. Chronic Absenteeism

- **JK-6**
  In grades JK-6, should a student be absent 3 days without a valid reason, teachers will contact parents via email or phone. If this number reaches 5 days of unexcused absences, the name is passed onto school administration. Parents will be called to the school for a meeting with the teacher, lead, guidance counsellor and/or administration, to discuss attendance.

- **7-12**
  When a student reaches 3 unexcused absences in any subject, teachers will contact parents via email or phone. If the student reaches 5 periods (in any given subject), of unexcused absences, the name is sent to school administration. Administration and Guidance Counselor will meet with parents to discuss the importance of attendance.

- Should the student reach 7 periods (in any given subject), of unexcused absences, the parents and student will be asked to sign an attendance agreement. In grades 7-9, consequences will be put in place which may include an in-school suspension, an out of school suspension, and in extreme cases a student may have to repeat the academic year.

This policy is essential in fostering a culture of punctuality and regularity in attendance to enable optimal academic success and prepare students for higher education and the working world.

3.02- Uniform Policy

Purpose
Our goal is to establish a sense of community and equity amongst students. Students are encouraged to demonstrate individuality through thought and intellect rather than outward appearance.

Policy Statement
School uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- Instilling students with discipline
- Helping parents and students resist peer pressure
- Helping students concentrate on their school work; and
- Helping school officials recognize intruders who come to the school

Procedures
Students at Blyth Academy are required to wear their school uniform as listed below, at all times, every day. Uniform pieces must always be clean and in good repair. **Please put your child's name on all pieces of their uniform.** Uniform pieces can be purchased from Zak's Uniforms. www.zaksstore.com

Regular School Uniform consists of the following approved pieces:

- Blyth black or navy pin striped pants or bermuda shorts
- Blyth black or navy skirt or skort
- Blyth blue polo or Blyth dress shirt
- Blyth navy blue sweater (V-neck)
- Blyth navy blue fleece (pullover or zipup)
- Closed toe shoes (i.e. trainers or athletic shoes)
- Sandals, slippers, crocs, or flip flops are not permitted

Physical Education Uniform consists of the following approved pieces:
- Blyth blue PE t-shirt
- Blyth blue PE shorts or track pants
- Closed toe athletic shoes

Please note:
House t-shirts (coloured) are available for purchase at Zaks Uniforms. They can only be worn on "House Days", "School Spirit Days", or "Dress Down Days" when announced. They are not to be worn as an everyday shirt.

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Excuses: NO EXCUSES accepted.

Consequences:

Grades JK-6:
- An e-mail will be sent home to parents by the homeroom teacher (cc Elementary Lead).
- Homeroom Teacher will copy and paste email into PowerSchool log notes if the issue continues after a couple of friendly reminders to parents, refer to the Elementary Lead to follow up.

Grades 7-12:
- **First infraction:** Verbal warning to student by their teacher and sent to Deputy Head. Deputy Head will document this infraction.
- **Second Infraction**: An e-mail will be sent home to parents by the Deputy Head (cc Head of School). Deputy Head will document this infraction.
- **Third Infraction**: Parents are contacted **IMMEDIATELY,** and are required to bring the student's uniform to school. Teacher will document in PowerSchool.

Grades JK-6

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Students are permitted to wear their PE uniforms in class only on days that they have PE on their schedule. Regular uniforms will be required on non-PE days.

Grades 7-12
Students must wear either the polo or cotton dress shirt, black or navy pin striped pants or Bermuda shorts, Blyth winter sweater or navy fleece (no hood). PE uniform will not be permitted in class.

Changing for Physical Education
If students in grades 5-12 have Physical Education or Sports Literacy class in the afternoon, **only those students may** stay dressed in their PE uniform for the remainder of the afternoon.

Head Coverings
Ball caps or fashion hats of any description cannot be worn in the school building at any time. Ball caps and hats may be worn outside in the playground area. Ball caps and hats cannot be worn during PE class time, _unless_ students are outside during class. Hijabs are always acceptable for female students to wear.

3.03 - Makeup Policy

Purpose
The purpose of this policy is to establish guidelines that prohibit the use of makeup by students attending Blyth Academy. This policy is a part of our Dress Code and aims to promote natural appearance and reduce distractions in the learning environment.

Policy Statement
Students attending Blyth Academy are prohibited from wearing makeup while they are at school or participating in school-related activities. This policy applies to all students enrolled in any grade level. We encourage a natural and inclusive environment in which students can focus on their academic goals.

Procedures
- Staff members will monitor students for compliance with the no-makeup policy.

- If a student is found to be wearing makeup, they will be asked to remove it and reminded of the school policy.

- Any reoccurring violations of this policy will be documented by school administrators and may result in disciplinary action or parental notification after reviewing their academic and behavioural records.

- Exempted from the no-makeup policy are school-sanctioned events, such as plays, performances, and other special school events, where makeup is an essential component of student dress for the event.

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3.04– Birthday Parties Policy

Purpose
The purpose of this policy is to provide clear guidelines for class birthday celebrations aimed at promoting a positive and inclusive school environment, while reducing disruptions to teaching and learning during school hours.

Policy Statement
While birthdays will be acknowledged during class time, celebrations with food and festivities should take place outside of instructional time. Parents should coordinate with the teacher to schedule the party during a mutually agreed-upon time. One party per month is allowed in each class, and each class will be solely responsible for the implementation of this policy.

Procedures

1. **Timing Considerations:**

   The class birthday party should be held outside of class time, during recess, lunchtime, or at the end of the day to maximize instructional time.

2. **Party Invitations:**
   To avoid excluding any student from invitations, we prefer that birthday party invitations are distributed outside of school. Teachers, however, will distribute paper invitations on behalf of parents only when the entire class is invited.

3. **Coordination:**
   Parents should coordinate with the teacher to schedule the party ahead of time.

4. **Food and Treats:**
   Parents should provide healthy, age-appropriate, and safe food and drinks at the birthday party. Some suggested healthier party food options are:
   > a) Pizza
   > b) Fresh fruit
   > c) Vegetables and dip
   > d) Cheese and crackers
   > e) Juice boxes
   > f) Water
   > g) Milk

5. **Allergies and Special Requirements:**

   It is mandatory for parents to inform the teacher of any allergies or special diets their child follows. The teacher will relay this information to other parents.

6. **Decorations:**
   Balloons and other decorations must be approved by the classroom teacher and must not obstruct the learning environment.

7. **Cultural Sensitivity:**

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8. **Cleanup:**
    The classroom teacher and students are responsible for cleaning up after the party. Any leftovers and garbage should be disposed of in the trash can, and surfaces should be wiped clean.

9. **Cancellation:**
    The teacher and administration have the right to cancel or reschedule a party if it negatively impacts learning, disrupts the class, or if there are health or safety concerns.

Consequence:

If the guidelines outlined in this policy are not adhered to, the party may be canceled or rescheduled.

Conclusion

This policy promotes inclusivity and a positive school environment while minimizing disruptions to teaching and learning. It encourages respect for cultural and dietary diversity within the school community. Parents, teachers, and students are expected to comply with the guidelines highlighted in this policy to ensure successful and positive celebrations.

3.05– Lost or Missing School Items Policy

Purpose

The purpose of this policy is to provide guidelines for students, staff, and parents/guardians to follow in case of lost, stolen, or missing school items. It aims to mitigate risks associated with lost items, protect school resources, and foster accountability and responsibility among staff and students. We encourage everyone in our school community to adhere to these procedures to ensure a quality learning experience.

Policy Statement

Our school community values responsibility, respect, and accountability when it comes to caring for school property. Electronic gadgets, sports equipment, musical instruments, textbooks, and other school-owned items are valuable resources that must be accurately maintained and handled. All members of our community must adhere to the established procedures concerning the appropriate use, upkeep, and return of school property to ensure their optimal condition for the learning experience of the entire school community.

Procedures

1. **Accountability for Items:**

    The school will provide students with the necessary learning materials for the academic year. We expect that students maintain accountability and take necessary measures to ensure the safekeeping of these resources while they are in their possession.

2. **Replacement of Lost or Damaged Items:**

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Students and parents/guardians must immediately notify the school if any item goes missing or gets damaged. The school administration will replace the lost, stolen, or damaged school items if they are available or based on the nature of the item. Any loss or damage due to negligence will require parents/guardians or students to pay the replacement cost. For any unresolved payment issues for lost and/or damaged items there will be a delay release of report cards till payment is not resolved.

3. **School Property:**

School items provided to students remain the property of the school. It is forbidden to loan, sell, or trade these items with other students. Disciplinary measures may be taken against any student found responsible for a stolen item.

4. **Monitoring and Evaluation:**

The Learning Resources and Textbook Coordinator, along with the School Librarian, will use the school's Follett system to keep track of all student learning resources (books, IT equipment, music equipment, etc.). They will document the distribution of items, their return to the school, and the condition of each item returned. The Learning Resource and Textbook Coordinator and School Librarian will work with teaching team to ensure items are returned in a timely manner.

Conclusion

Our school policy on lost or missing school items stresses the importance of responsibility and accountability when handling school resources. It is imperative to protect these items from theft, damage, and loss to guarantee an optimum learning environment. We urge all members of our community to follow these guidelines and ensure we uphold our core values of responsibility, accountability, and integrity.

3.06 - Field Trip Policy

Purpose Statement:

At Blyth Academy, field trips are an essential part of our curriculum. They contribute to the educational experiences of our students, enabling them to have hands-on learning opportunities outside the classroom setting. The purpose of this policy is to ensure that field trips are safe, educational, and organized for students, staff, and parents.

Policy Statement:

All field trips planned and executed within the school year must undergo a thorough approval process by the school and the MOE to ensure the health, safety, and learning success of all participants. The trips must align with the school's curriculum objectives and learning standards. All participants in the field trip must follow the school's code of conduct and policies. This policy should be followed by all staff and volunteers of the school who lead or participate in field trips.

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Procedures:

1. Approval Process:

- Teachers must fill out the MOE Field Trip Approval Forms and submit them, along with a letter of invitation to the Student Life Lead(s), a minimum of 2.5 weeks prior to the field trip. This form, along with the invitation letter will be submitted to the Student Life Lead(s).
    - If the field trip requires school funds to run, the Student Life Lead(s) will seek approval from the Head of School
- The Student Life Lead(s) will approve or deny the field trip based on if all required information from the forms and invitation is present. If further approval is needed with the Administrative Team, the Student Life Leads will seek approval.
- The Student Life Leads will then submit the school approved forms and invitation letter to the MOE Liaison for MOE approval, via the MOE protocols and systems.
- Upon the receipt of approval or denial, the MOE Liaison will communicate this to the Student Life Leads, who will in turn, communicate it to the staff member who submitted the field trip request.
- If a field trip is denied, based on the reason for denial, the trip can be resubmitted with adjusted paperwork.
- If the field trip is approved, please move on to the next step.

2. Required Participant Forms:

- The staff member in charge of the field trip must send to parents a consent form for participation. The form can be sent out prior to notification of final approval by the MOE, but after approval by the Student Life Lead(s). This must be received from parents prior to the field trip. Templates can be found with the Student Life Lead(s).
- Parents must provide consent for their child to participate in the field trip via a signed form. Forms must include:
    - Cost if any
    - Transportation details
    - Date and timing
    - Important event details and inclusions

3. Bussing Bookings Protocol:

- Once the event has been approved by the Student Life Lead, the staff member in charge of the field trip, must fill out the Bus Booking Form. This can be found with the Student Life Lead. This form must be filled out and sent a minimum of 1 week prior to the field trip to guarantee bus availability.
- Once the form has been received by the bussing coordinator, they will confirm busing directly with the staff member in charge via email.

4. Teacher Coverage:
- Teachers who require coverage for their classes during the time of their field trip are expected to contact the following people to arrange coverage, a minimum of 1 week prior to the event:

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- Sports Related – contact the AD, who will arrange coverage. If the AD cannot arrange coverage, they will refer to HR.

- Non-Sports Related – contact HR.

5. Field Trip Chaperones:

- All chaperones must complete a Code of Conduct Agreement and undergo proper screening by background checks, if required.
- On trips, chaperones are responsible for a small group of students.
- Teachers on the trip will have the ultimate responsibility of the security and safety of all participants.

This policy aims to set a standard of excellence in all field trips organized by the school. It seeks to ensure students are kept safe at all times during field trip experiences.

3.07 - Toileting Policy

Purpose:
The purpose of this policy is to ensure the safety and well-being of all students at Blyth Academy. This policy has been established to outline the requirements for children enrolled in Junior Kindergarten (JK) to be toilet trained and independent in their toileting routines before beginning school.

Policy Statement:
All JK students must be toilet trained and independent in their toileting routines before beginning school. This policy is in place to ensure that children are well prepared to handle the demands of a standard school day. This policy also aims to prevent accidents in the classroom and minimize disruption to classroom activities by reducing the need for excessive support from staff.

Procedures:
1. Parents or guardians must ensure that their child is toilet trained and independent in their toileting routine before beginning JK.

2. Children must be able to communicate their need to use the washroom, pull down and up their clothing independently, wipe themselves, and wash their hands independently.

3. If a child is not yet fully toilet trained or independent in their toileting routine, parents or guardians are advised to work together with their child's pediatrician to develop a plan for achieving these developmental milestones before their child begins JK.

4. Staff members are not equipped to handle toileting-related incidents. Therefore, it is the responsibility of parents or guardians to ensure that their child is properly toileted before coming to school.

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5. If accidents occur in the classroom, parents or guardians will be contacted to come to school and assist their child. Staff members will provide support and guidance to the child during this time to ensure their comfort and well-being.

Overall, Blyth Academy is committed to providing a safe and comfortable learning environment for all students. By following this policy, we can ensure that all children in JK are well prepared to succeed in school.

3.08– Take-Away food Policy

Purpose
This policy is designed to encourage healthy eating habits among students and staff members and reduce the consumption of take-away food, which may have negative impacts on their health and well-being. It also aims to promote a clean and tidy school environment by reducing littering.

Policy Statement
The school strictly prohibits the consumption or delivery of take-away food on its premises during school hours. Students are expected to bring nutritious meals from home.

Procedures
1. **No Take Away Food Allowed:**

   During school hours, students are not permitted to consume any take-away food on the school premises. Delivery of take away food to the school is also prohibited.

2. **Monitoring and Enforcement:**

   Our faculty, staff, and security personnel will carefully monitor and enforce the policy to ensure compliance. If students are found with take-away food, they will be asked to discard it immediately.

3. **Education and Awareness:**

   The school will raise awareness about the value of healthy eating habits among students. The school authorities will provide information and education on the importance of making healthy food choices. Both staff and students will be encouraged to consume nutrition-rich meals.

4. **Consequences of Non-Compliance:**

   Non-compliance with this policy may result in disciplinary action, including but not limited to detention, suspension, or expulsion. Additionally, consuming take-away food may harm student health, wellbeing, and overall performance.

Conclusion
Our school takes pride in promoting healthy eating habits and maintaining a clean school environment. We believe that adhering to strict guidelines regarding take-away food contributes to achieving our goals. Our take-away food policy emphasizes making healthy food choices that will benefit both

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students and staff. Adhering to this policy will have a positive impact on the overall health and wellbeing of our school community.

3.09– Eating in Class Policy

Purpose

The purpose of this policy is to promote a focused and conducive learning environment for students by prohibiting eating during class time. We recognize that consistently eating during class can cause distractions and hygiene issues that may hinder the learning experience for other students. It is important that students are provided with designated break times to eat for their physical and mental wellbeing.

Policy Statement:

Students and staff are prohibited from eating during class time, unless it is for medical reasons with the permission of the administration. Any violation of this policy will result in disciplinary action. Students are expected to eat during designated break times provided by the school.

Procedures:

1. The policy will be communicated to students and staff through notices and announcements during the beginning of the school year, and during classroom orientation sessions.

2. The responsibility of enforcing the policy lies with the classroom teacher and administration. Students and staff who violate the policy will be subject to disciplinary action which could include detention, suspension, and/or a referral to a counselor.

3. Students should use their designated break times (Recess and lunchtime) to eat their snacks and meals.

4. Teachers can allow individual food exceptions for special occasions, such as birthdays or parties, provided it does not create mess or distractions and is approved by the administration.

5. The school encourages students to bring healthy snacks and lunches from home to support healthy habits and wellbeing.

6. The policy will be reviewed periodically to ensure effectiveness and consistency throughout the school year.

Conclusion:

We believe that this policy will maintain an environment that is conducive to learning, promote good hygiene in classrooms, and support students' health and wellbeing. We appreciate the cooperation of all students and staff in following this policy.

3.10 - Student Awards Policy

Purpose

- Recognize and celebrate student achievement and success in a variety of curriculum areas.
- Use school awards to motivate students to achieve their best.

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- Maintain and monitor a structured award process.
- Maintain the values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

Policy Statement

Blyth Academy believes students should be recognized for their achievements in all areas including academic achievements, leadership skills, positive behaviours as well as personal accomplishments.

Procedures

Awards

- **Subject Awards:** are given to the student with the highest grade in that subject. These are awarded in all subjects that are taught for a minimum of 3 blocks per week.
- **Honour Roll**: Students in grades 7-12 with an average of 80% or higher. Calculated using all subjects.
- **Honours with Distinction**: Students with an overall average of 90%. Calculated using all subjects.
- **House Champions**: Is awarded to the House with the highest point total as of June 1st of each school year.

AWARD	CRITERIA	FREQUENCY	
STAR (Students That Are Remarkable) Award	S.T.A.R Award (Students that are remarkable) Criteria: One student from each class in grade 1 to 6 and one student in each grade from grades 7 to 12, will be awarded a S.T.A.R Award. Elementary teachers will choose a student from their class and high school teachers will nominate and vote for students they teach. The S.T.A.R. Award is awarded to a student who has made a positive contribution to the school's environment or overall image in the community. This award is not based on academic success but is closely linked to our school core values. This would assume that the students who are awarded the S.T.A.R. Award would demonstrate several of Blyth Academy Core Values. They would be: Inclusive: We will foster an intercultural environment in which all members of our school community feel accepted and supported. Adaptable: We will respond in a flexible and effective manner to the changing educational environment and diverse needs of our students. Holistically Healthy: We will commit to empowering our school community to live a balanced life that cultivates the mind, body and spirit.	1 per grade per term	Take home trophy Certificate

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	Respectful: We will nurture an environment that promotes empathy, accountability, understanding, acceptance and integrity. A Global Community: We will develop learners who actively seek ways to make a positive impact in the global community and be future leaders. Positive: We will cultivate and encourage positive attitudes and optimism for all members of our learning community. Every teacher who teaches that grade votes		
Gym Class Hero Award	• Best sportsmanship • High leadership • Fantastic attitude • Best effort PE Teachers pick	1 per grade per term	T-shirt Certificate
Global Citizen Award	• Active role in local and global community • Works towards making the world a fairer, more peaceful and sustainable place • Actives seeks opportunities outside the school to do good • Promote equality at school • Promotes multiculturalism Teachers vote	1 per division per year	School Trophy (names added each year) Plaque (take home)

Student of the Year	• Leader
	• Follow the 6 core values:
	  o Inclusive (accepting to those that are different than themselves, works well with all, helps others feel included)
	  o Adaptable (strong in the face of adversity)
	  o Respectful (respectful to teachers and peers across grade levels)
	  o Positive (upbeat and optimistic even in the face of challenges)
	  o Global (globally minded, seeks opportunities to engage in the wider community)
	  o Holistically Healthy (lives a balanced life, has a growth mindset)
		1 student (7-12) per year	Name on banner
			Plaque (take home)

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	- In good academic standing, works hard in their classes - Minimum honours Teachers vote		
Head Boy/Girl Banner			Banner (add to each year)
Honours	80% and above average in all courses in the semester		Certificate
Honours with Distinctions	90% and above average in all courses in the semester		Certificate
Islamic Award	- Follows the values and teachings of Islam - Is a role model for others - Promotes equality, justice, fairness, brotherhood, mercy, compassion, solidarity, and freedom of choice - Demonstrates selflessness and promotes the value of giving/sacrifice Islamic teachers vote	1 per division per term	Certificate
Academic Awards	- Highest mark in course: - Science 10 - Science 30 - Biology 20 - Biology 30 - Chemistry 20 - Chemistry 30 - Physics 20 - Physics 30 - Social Studies 10-1 - Social Studies 20-1 - Social Studies 30-1 - ELA 10-1 - ELA 20-1 - ELA 30-1 - Math 10C - Math 20-1 - Math 30-1 - Arabic 10 - Arabic 20 - Arabic 30 - French 10 - French 20 - French 30 - Science 7 - Science 8 - Science 9 - Math 7 - Math 8 - Math 9 - English 7 - English 8	1 student per course per semester (HS), 1 student per course per year (JH)	Certificate

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	o English 9 o Social Studies 7 o Social Studies 8 o Social Studies 9 o Arabic 7 o Arabic 8 o Arabic 9 o French 7 o French 8 o French 9		

There will also be various awards given to graduates at year end.

3.11– Parent Communication Policy

Purpose
To maintain open and effective communication between teachers and their students and parents throughout the academic year.

Policy Statement
At Blyth Academy, we believe that communication between teacher, student and parent is a key factor in ensuring our students receive the most benefit from their classes and the curriculum offered.

Procedures
If after 3 weeks in any term throughout the academic year and after continued communication with the student, he/she shows signs of:
- Struggling to complete assigned work;
- Poor behaviour;
- Performing poorly on tests, quizzes or major assessments;
- Being chronically late for class or frequently absent;

The teacher must do the following:
1. Email parents to inform them of the issue (PowerSchool or standard school email) regarding their child. Request a response (acknowledgement of receipt) to the email sent.
2. Copy and paste email in PowerSchool student log notes.
3. If no response from parent(s), you must make **1 good attempt to phone** the parent to make them aware of the email sent and to respond. Make a note of phone call in PowerSchool log notes (date, time, general content).
4. If no change or improvement after 1-2 weeks, teacher must request a parent meeting.
5. If issue continues:
   a. Academic – refer to Learning Support Coordinator for follow up.
   b. Behaviour – refer to Deputy Head.
   c. Attendance – refer to guidance Counselor.

3.12– Parent Concerns Policy
Purpose
The Parent Concerns Policy serves as a framework to guide our school staff and parents/guardians when addressing concerns or issues that may arise regarding their child's education. This policy outlines communication procedures, guidelines, and steps for finding appropriate resolutions so that we can work together to provide the best learning experience for our students.

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Policy Statement:

We value parents' involvement in their children's education and believe that effective communication is essential in ensuring that students thrive. Our Parent Concerns Policy outlines procedures for communicating academic, behavioral, and technical concerns in a respectful and timely manner. Concerns should first be addressed to the teacher, and if necessary, escalated to the relevant Divisional Lead, Deputy Head, Head of School, and the Managing Director.

We aim to address concerns efficiently, fairly, and confidentially. We expect parents to provide detailed information and constructive feedback to staff members who can assist them in finding suitable resolutions within a reasonable timeline. We strive to maintain open communication channels and appreciate parents' professionalism and cooperation in the resolution process.

Communication Procedures:

Step 1 - Contact the Classroom or Course Teacher:

Parents must use the appropriate platforms (email, MS Teams chat, or provided classroom platform) to communicate any concerns related to their child's specific class, grade, or course. A face-to-face meeting can be scheduled with the teacher upon request via email. Meetings on campus with your child's teacher should be scheduled after 2:30 pm.

Step 2 – Contact Lead Teacher for each Division
If the concern remains unresolved, parents can contact the relevant Department Head, Lead, or Coordinator to clarify academic or divisional concerns and schedule an appointment. The contacts for each department or division are listed below:
- Primary/Elementary School Lead – Ms. Lema at julia.lema@blythacademyqatar.com
- JH/SH Math/Science Department Head – Ms. Safyan at sana.safyan@blythacademyqatar.com
- JH/SH Humanities Department Head–Ms. Alkaisi at sumia.alkaisi@blythacademyqatar.com
- Arabic/Islamic Studies Coordinator-Ms. Tammam at mona.tammam@blythacademyqatar.com
- Athletics Director - Mr. Makour at tarik.makour@blythacademyqatar.com
- CTF / CTS Department Head - Ms. Khan at simia.khan@blythacademyqatar.com
- Student Life Coordintators – Ms. Punjani and Mr.Caley at safiyya.punjani@blythacademyqatar.com jacob.caley@blythacademyqatar.com
- Learning Support Coordinator – Ms. Akam at rakeeba.akam@blythacademyqatar.com

Step 3 – Contact our Deputy Head
If the concern still requires further clarification, parents can submit their queries to our Deputy Head, Mr. Henderson. His contact information is provided in the policy.
- bruce.henderson@blythacademyqatar.com

Step 4 – Contact our Head of School
If the concern revolves around a school policy or procedural matter, parents can contact the Head of School, Mrs. Sullivan, after contacting the Deputy Head.

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- darlene.sullivan@blythacademyqatar.com.

Step 5 – Contact our Managing Director

If the concern persists, parents can contact our Managing Director, Mr. Shaw, to seek further clarification.
- patrick.shaw@blythacademyqatar.com.

If you have questions or concerns regarding specific areas of administration, please contact the appropriate staff member as follows:
- Admissions – Ms. Dib at wissem.dib@blythacademyqatar.com
- Finance – Ms. Diwakar at beena.diwakar@blythacademyqatar.com or blythfinance@blythacademyqatar.com
- Guidance Counsellors – Ms. Ali, Ms.Punjani or Mr.Caley at fiza.ali@blythacademyqatar.com, safiyya.punjani@blythacademyqatar.com , jacob.caley@blythacademyqatar.com
- IT Administrator – Mr. Kalappurayil at vijesh.kalappurayil@blythacademyqatar.com
- Nurse – Ms. Nassar at nurse@blythacademyqatar.com

After all the above procedures have been followed and if the concern still remains unsolved, it will be forwarded to the schools internal complaints committee which consists of management, administration and experienced teachers for further investigation as per the MoE guidelines.

3.13- Staff Dispute Resolution Policy

Purpose
The potential for conflict exists because people have different needs, views and values. The purpose of this policy is to provide a quick, effective and consistently applied method for employees to work through their concerns constructively to reach a respectful, fair resolution so that everyone involved can learn and grow from the experience.

Policy Statement
The main aim is to enable working relationships to be managed effectively and to ensure that an early intervention approach is adopted for dealing with disputes at work. Working with all internal partners, disputes (grievances) can be resolved quickly, making use of a range of approaches including discussion, mediation, restorative practice, coaching, team briefings and further training.

Procedures
This procedure has been developed with the underlying principle of working together to find solutions. There is an expectation that, wherever possible, employees raising concerns via this process have a willingness to explore an informal and early resolution approach to workplace issues.

While rare, problems, misunderstandings and frustrations may arise in the workplace. It is Blyth Academy's intent to be responsive to its employees and their concerns. Therefore, employees who are confronted with a problem or conflict may use the procedure described below to resolve or clarify their concerns.
1. Disputes of a personal nature should remain out of the school environment and not affect one's performance as a teacher or member of Blyth Academy staff. Disputes of a personal nature may

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require the support for the employee assistance program offered in the Blyth Academy benefits package.

2. Individuals are to do all in their power to resolve disputes working collegially and professionally to arrive at a solution agreeable to all parties.
3. If a dispute cannot be reached the assistance of the division leaders may be required. If the mediation of the division leaders is not enough, the matter should be referred to the Head of School for resolution. The decision of the Head of School regarding professional matters is final.
4. If the conflict involves the Head of School, the matter may be referred to the Managing Director.

3.14– Staff Attendance Policy

Purpose
The Staff Attendance Policy is to inform and provide clear guidelines on staff attendance so that Blyth Academy can reach optimum attendance levels in order to maintain efficient use of its resources.

Policy Statement
A satisfactory level of attendance at work is crucial to the smooth running of the school. High absenteeism not only impact colleagues left to cover the absence but have major implications for the school budget and the teaching and learning of our students.

Procedures
Employees must sign in and out at reception each day by swiping their ID card upon arrival and again when leaving at the end of the day. Administration will review employee attendance records monthly.

Non-Teaching Staff Attendance Expectations
Times for attendance will vary according to duties assigned. All non-teaching staff are expected to be present in the building 5 minutes before their assigned duty begins.

Teacher Attendance Expectations
- Teachers are expected to arrive at school by 7:30am and be ready to begin student supervision by 7:15am, Sunday through Thursday. Classes begin at 7:30am.
- Attendance at staff meetings, professional development sessions and special school events are mandatory as per the Employment Policy. (i.e. Meet the Techer/Curriculum Night, Parent/Student/Teacher Interviews, Grade 12 Graduations, Awards Ceremonies, etc.)
- Specialist teachers are not to proceed to their next assigned class until the bell rings to designate the change of class.
- Teachers are to be present in their classrooms to receive students at the start of each class.
- During breaks, students must be supervised at all times. Teachers are to be present in their assigned areas at the pre-designated time outlined on the supervision schedule.
- Students are not to be dismissed until the designated end of class.
- Administration will review staff attendance records monthly.

Employee Absences
Procedures for absences are to be followed as per the Employment Policy. Chronic or unexcused absences may lead to a letter of warning being added to an employee file; deduction of pay; suspension and/or dismissal.

Employee Tardiness

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Employees must arrive to school on time each day and not leave prior to the assigned time of dismissal. Chronic or unexcused lateness will lead to a warning email and may lead to a warning email and may lead to a letter of warning being added to their employee file; deduction of pay; suspension and/or dismissal.

3.15- Integration of Qatari Students Policy

Purpose
In order for Qatari students to feel welcome, safe and included, Blyth Academy will provide an inclusive environment that enhances their national identity and Qatari heritage.

Policy Statement
The school will ensure that Qatari students are integrated into the school community and learning environment and that Qatari culture and traditions will be promoted and upheld through the entire school and student body. This will be accomplished through various activities, events, programs and procedures throughout the year.

Procedures
1. The Qatar national flag is erected on the roof of the building as well as displayed in the school's front hall entrance.
2. The national anthem is played at school as follows:
   - Broadcast daily throughout the school at 7:25am.
   - Played and sung by students and staff at every school assembly:
     - Celebration of Peace
     - Qatar National Day
     - Winter Concert at CNA-Q
     - Spring Concert
     - Grade 12 student graduation ceremony
3. Qatari students are required to wear the school uniform daily however they are permitted to wear the Qatari dress (Thobe) on the following days:
   - Qatar National Day.
   - Multi-Cultural Day.
   - Casual Dress Days.
   - Other "Special Days "as they arise throughout the year.
4. All Muslim students are permitted to pray during their lunch break (between 11:30am - 1:00pm), in designated prayer rooms in Block's A and B.
5. We implement the following activities at Blyth Academy to enhance the value of belonging to Qatar as well as their culture & traditions:
   - Qatar National Day
   - Culturama Day
   - Various local field trips are planned and approved by the MoEHE throughout the year
     - Katara Dhow Festival (Grades 1-6)
     - Environmental Trips
       - Mangroves
       - Snorkeling
     - MIA
       - Grade 12 volunteers
       - Grades 1-6 attend various art workshops
     - 2 Desert Camping trips (November -Grades 7-9 & 10-12)
     - Sheikh Faisal Bin Qassim Al -Thani Museum
     - Souq Wakif

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- o CNA-Q Culture Day
- o Numerous in class cross curricular Social Studies activities comparing Canada to Qatar
- o Qatar History activities (research projects, creating posters, PowerPoint presentations, and writing reports to share)

6. National identity is promoted throughout the following competitions in various subject's areas:
   - Quran Competitions:
     - o International Elder's Day for Qatari Traditional Dance
     - o Hadeeth competition
   - Sports:
     - o Billiards class at CNA-Q
     - o Sports Day in recognition of Qatar national Sport Day
     - o Soccer and Team Handball are promoted, taught and played during PE (K-12)
     - o Free coupons/tickets are distributed for students/families to attend professional soccer games and tennis
     - o The sports Challenge Event
     - o Healthy Living Posters
   - Science
     - o Qatar Foundation National Scientific Research Competition
     - o Science projects
     - o Qatar National Robotic Olympiad (CNA-Q)
   - Arts
     - o Irsim (Qatar Museum) Colors event
     - o Qatar national Day artwork
     - o Emir family tree artwork
     - o Qatar local environment artwork (cityscape, desert, etc.)
     - o Art competition (Grades 2-6 and Grades 7-12)
     - o Celebration of Art @ CNA-Q
       - ▪ Qatar culture student artwork display
     - o Developing student's artwork relating to Qatar culture
     - o Al Ashghal (crafts) volunteering program: ongoing
     - o MIA Ambassador Program for Grades 10-12: ongoing
     - o Georgetown workshops for Grades 10-12
     - o Leadership workshops throughout the year

7. Parents are encouraged to participate in the following cultural events and activities that enhance the National identity.
   - Culturama (Bring food & and present their culture)
   - Blyth Academy Career Fair
   - Attend Celebration of Peace, Winter Concert & National Day assemblies
   - School Advisory Council (SAC) meetings throughout the year

8. Blyth Academy is working in co-operation with The Ministry of Education Qatar and The Evaluation Authority Department on the following;
   - PISA- participating and attending the meeting/workshop
   - World Education Summit
   - Students write essays and attend MUN conference (Model United Nations) (Grades 10-12) at Georgetown University

3.16– New Book and Resource Review Policy

Purpose
To meet the MoEHE's requirements of approved textbooks and resources in private schools in Qatar.

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Policy Statement

At Blyth Academy, we believe it is important to provide a learning environment which respects both the religious and cultural values, as well as the traditions and customs of Qatar.

Procedures

Blyth Academy will select a Book Review Committee each academic year, who will review any new books or resources purchased for use in grades JK through 12, to ensure they meet the requirements as outlined by the MoEHE.

3.17– Admissions Policy

Purpose

Admissions to Blyth Academy requires that each student demonstrate academic and behavioral readiness. We aim to select and admit pupils who will benefit from a Canadian academic education and who will contribute to and benefit from the ethos and activities of our school community.

Policy Statement

Blyth Academy operates an open access and equal opportunity Admissions Policy. People of all nationalities are welcome to apply for admissions. The school places a heavy emphasis on the importance of global citizenship and the role of student wellbeing in embracing change and developing the skills and resources needed to live productively and sustainably. Equality of opportunity applies to all members of the school community and is based on the core values expressed with the school's vision and mission statements. Blyth Academy accepts children without discrimination of gender, religion, race, sexuality or nationality.

Procedures

Procedure #1: Online Application

To begin the application process, you must submit an inquiry and register online using the Blyth Academy website: www.blythacademyqatar.com. We respond to all applications within 24 hours (1 working day), using the email address provided with the application: admissons@blythacademyqatar.com.

❖ **Please note that submitting an application does not guarantee your child a place.**

Once you have completed the online application, an auto-reply acknowledgment email will be sent immediately to the email address you provided when submitting your inquiry. This acknowledgement will contain your inquiry number which you should be careful to retain as it will be your file reference for all further communication with the school. The acknowledgment email will contain the next steps you must follow to complete your application. The steps are also listed below, including a list of documents we require to proceed with your application.

❖ **Our Admissions Officer will respond to all online applications within 3 workings day.**

Procedure #2: Required Documents

For additional information, please feel free to contact our Admissions Officer at admissions@blythacademyqatar.com.

After receiving your application number and in order to complete the application process for Blyth Academy, you must provide us with the below listed documents for your child, which you are required to upload on our admissions system: https://blythacademyqatar.openapply.com/.

1. Student Passport.

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2. Student QID / Residency Permit.
3. Student Birth Certificate.
4. Student Immunization Record.
5. Student Final Report Cards for the Previous Two (2) Academic Years.
6. Two (2) Passport Sized Photographs of the Student.
7. Father's Passport.
8. Father's QID / Residency Permit
9. Mother's Passport.
10. Mother's QID / Residency Permit.
11. Clearance letter. **Please note: If you are transferring your child from another school in Qatar, a clearance letter will be required from that school as per MoE guidelines.**
12. Health Record: student medical report (when relevant).

❖ **Please note that we will be unable to process applications with incomplete documentation.**

Once we have reviewed your application and the above documents, our Admissions Officer will contact you to arrange an Admissions Entrance Assessment, if required.

Procedure #3: Assessments

Junior/Senior Kindergarten Assessment Session:

Early Years children (Junior / Senior Kindergarten) will be invited to attend an in-class assessment session in small groups. The assessment will take approximately 30 minutes. The Early Years teachers will provide written documentation on the following:

- Social skills appropriate to the child's age.
- Ability to understand and follow instructions.
- Ability to separate from their parents.
- Readiness to attend the class.

Grade 1 Assessment Session:

- An individual assessment session will be scheduled for the student.
- A written test and an oral interview with either a classroom teacher or the Resource Teacher.

Grades 2-12 Assessment Sessions:

- An individual or group assessment sessions will be scheduled by grade, are closely supervised by school personnel and will include the following components:
  o Math
  o Reading
  o Writing
  o Oral interviews at times

Assessment Tests Review:

- Academic school personnel will review each individual test using the provided answer keys and provide scores and notes as applicable.
- A review of the student's file, assessment test/ notes, and a final decision will be given by the Academic Lead and /or Administration.
- Once the decision has been finalized, the student file is returned to the Admissions Officer for communication to parents and final steps.

Note: During Covid-19, our assessment process has been modified to accommodate Covid-19 protocols.

Procedure #4: Acceptance

Acceptance of Student Placement:

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- Once accepted to Blyth Academy, the Admissions Officer will contact parents within 4 working days.
- Parents are then required to make the non-refundable reservation fee payment of (QR 3570). This fee will secure a child's seat.
- According to the Ministry of Interior & Ministry of Education Qatar's policy, students not in possession of their Resident Permit /Qatar ID number will not be allowed to attend classes.

Waiting for Acceptance:
If the applicant has completed the process successfully, and there are no vacancies to be offered at the time, the applicant will become part of the school's waiting list, it will be reviewed again upon new vacancies.

Rejected Applications:
The school has the right to reject any applications when:
- Required documentation as per the admissions procedures are not provided.
- It is felt that the school is unable to meet and /or support an applicant's overall needs.

Mid-Year Applications:
Although the school year starts in September, we do accept children throughout the year depending on the availability of seats. Admission into Grade 12 is not normally possible mid-year as it requires a considerable amount of examination work and required credit accumulation.

Blyth Academy welcomes all families to apply and appreciates your consideration of our school. Please visit our websites or contact the admissions office directly.
Telephone: +974 4421 7553/7554
Email: admissions@blythacademyqatar.com
Website: www.blythacademyqatar.com

3.18– Tuition Fee Payment Policy
Purpose

This policy provides a clear outline of Blyth Academy's financial expectations and responsibilities concerning tuition fee payments. It ensures that parents and guardians are aware of payment schedules and procedures.

Policy Statement

Blyth Academy recognizes that the timely payment of tuition fees is an essential component in maintaining our high-quality educational service. Tuition fees are payable annually in line with the fee schedule. The Tuition Fee Payment Policy outlines guidelines for parents regarding tuition fee payment deadlines and their obligation to remain in good financial standing with Blyth Academy.

Procedures
Billing and Payment Schedule:

Tuition fees are payable in full or in two installments. The following payment deadlines apply:

First Payment -Term 1: **Payment must be made on or before September 30th.**

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Second Payment -Term 2: **Payment must be made on or before January 15th.**

Tuition Fee Regulation:

Registration Fee: A non-refundable and non-transferable one-time fee of Qr.3,570.00 is charged for the first-time registration of each child at Blyth Academy. This is in addition to tuition fees, payable annually for new admissions.

Re-Registration Fee: Returning students can secure a place for the next academic year by paying a re-enrollment deposit of QAR. 1,500.00 This is credited towards the annual tuition fee and deducted when the first payment is processed.

Payment of Fees by a Company: If a company sponsors tuition fees, an invoice can be issued to the company, with a copy to the parents. In this case parents must provide a confirmation letter to the school from the company. Parents are responsible for ensuring fees are promptly paid by the sponsor. Any difference between the payment by the company and the agreed fees is the responsibility of the parents.

Refunds and Cancellation:

Tuition fees are non-refundable after the initial 10 school days. Students who enroll midway through the term are charged the full tuition fee for the term and will not receive a pro-rated tuition fee. No reduction in fees is provided for a child who enrolls midway through a term or misses part of the term. No refund is given upon a student's dismissal by expulsion. Parents must provide one-month written notice if they wish to withdraw their child from school.

Payment Methods/Deadlines:

Parents can make tuition fee payments using cash, card, or bank transfer. Please contact Blyth Academy Finance through finance@blythacademyqatar.com or +974 4486 0922 if you require invoices or additional payment information.

Overdue Fees:

Students will be prohibited from starting Semester 1 if the previous year's fees remain unpaid.

Students will be unable to start Semester 2 if Semester 1 fees are not paid in full.

If semester fees remain unpaid before the deadline illustrated, students cannot participate in school extracurricular activities, field trips, or sports teams.

Blyth Academy reserves the right to withhold results, reports, and certificates until fees have been paid.

Students' names will not be deactivated from the Ministry of Education and Higher Education Students' Information System (NSIS) until fees are cleared, rendering them unable to enroll in other schools in Qatar.

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Conclusion

Blyth Academy places a significant emphasis on the timely payment of tuition fees and requires adherence to the policies and procedures outlined in this policy. Parents and guardians should be aware of these guidelines and ensure that they are fully compliant. The school administration will communicate any changes to this policy promptly to the school community.

3.19– Tuition Discount Policy

Purpose

At Blyth Academy, we believe in family, and we encourage our families to consider sending all of their children to Blyth Academy.

Policy Statement

In support of this purpose, we offer a sibling discount to families who have two or more siblings enrolled concurrently at the school.

Procedures

Families with two students or more at the school receive a 5% discount on the second student, a 10% discount on the third student and a 15% discount on the fourth student. Families with more than four children at the school will be considered individually by the Head of School. This discount is applied to the tuition only of the younger/est siblings. For example:

- **Two Children at Blyth Academy**
    - Older sibling tuition = paid in full
    - Younger sibling tuition = discounted 5%
- **Three Children at Blyth Academy**
    - Oldest sibling tuition = paid in full
    - Younger sibling tuition = discounted 5%
    - Youngest sibling tuition = discounted 10%
- **Four Children at Blyth Academy**
    - Oldest sibling tuition = paid in full
    - Younger sibling tuition = discounted 5%
    - 2nd younger sibling tuition = discounted 10%
    - Youngest sibling tuition = discount 15%

Terms & Conditions:
- This discount policy only applies if the employer does not cover the full tuition fee.
- Blyth Academy reserves the right to request a proof letter from the employer verifying the education allowance entitlement.
- The discount applies only if the tuition is paid as per the deadline given by the school.

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3.20- Fund Raising Policy

Purpose

Blyth Academy believes that citizens with means have a moral and social responsibility to support people in need.

Policy Statement

The only fund raising that will occur at Blyth Academy, will be in support of various charitable organizations. Once the purpose and charity being supported have been approved by school administration, the event under control of the supervising teacher is then approved.

Procedures

Process of Approval

1. Supply administration with activity, date and charity being supported.
2. Approval (likely limited to 2-3 per term)
3. Event with accounting sent to Finance.
4. Monies forwarded to Charity.

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4.0 Academic Policies

4.01 – Academic Integrity

Purpose

The purpose of this policy is to create and maintain an environment in which students are held and hold each other accountable for becoming ethical users of information and ideas. Our goal is for students to learn and practice ethical behaviors in regard to information and information technology. Academic integrity is an obligation for all students at Blyth Academy.

Policy Statement

Our Academic Integrity Policy revolves around the fundamental values of honesty, trust, fairness, respect and responsibility (http://www.academicintegrity.org). Alberta Education's School Act states:

A student shall conduct himself or herself to reasonably comply with the following code of conduct:
1. Be diligent in pursuing the student's studies;
2. Attend school regularly and punctually;
3. Cooperate fully with everyone authorized by the school to provide education programs and other services;
4. Comply with the rules of the school;
5. Account to the students and teachers for the student's conduct;
6. Respect the rights of others

Procedures

Prohibited Activities
No person shall disturb or interrupt the learning environment of others.

Plagiarism: defined as stealing and passing off the ideas, images, data or words of another as one's won, in any academic writing or other project, without crediting the source (Merriam-Webster's Collegiate Dictionary).
Examples of Plagiarism
- Not properly citing the words, pictures, music, video, or other forms of communication in your research projects
- Copy and pasting online sources and submitting it as your own work
- Paraphrasing source material without proper citations
- Hiring someone to write a paper, buying a paper or downloading a paper from an online source
- Making up sources or listing sources you did not consult

Cheating: defined as using someone else's words, work, test answers, or ideas, so as to give or gain an unfair advantage. (Merriam-Webster's Collegiate Dictionary).
Examples of Cheating:
- Copying or allowing others to copy information from someone else's work, test paper, homework, computer etc…
- Looking at another's test or sharing what is on a test with other students, either verbally or electronically
- Using cheat sheets or bringing unauthorized materials into the testing space (this includes writing on the desks or body), in order to provide answers for evaluation.
- Letting your project partner do all of the work and just putting your name on the final project
- Sharing/accessing network files without the owner's knowledge and using them for class assignments

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- Turning in someone else's project (past or present assignment) as your own

Fraud: defined as deliberate deception practiced to secure unfair or unlawful gain.
Examples of Fraud:
- Attempting to pass of another's work, imagery or technology as your own
- Falsifying scientific or other data submitted for academic credit
- Forging signatures or tampering with official records Consequences, opportunity for learning:

All instances of plagiarism/cheating/fraud will be handled on an individual basis, to determine what options, if any, will be accorded to the student to learn from his/her first error in judgement. Upon confirmation of plagiarism, consequences will include one or more of the following:
1. First Offence:
   - Opportunity to redo the work at the teacher's discretion
   - Opportunity to add the appropriate documentation, credentials missing
2. Second Offence:
   - No second opportunity (repeated cases will **result in a grade of 0** being assigned and may lead to further consequences **such as suspension**)

REFERENCES

TO BE UPDATED   Alberta Guide to Education
Canmore Collegiate Policy, 2010   Alberta Assessment Consortium
Alberta Education (education.alberta.ca)
CAST – Universal Design for Learning
Alberta Learning (learnalberta.ca)

4.02 - Student Assessment and Evaluation Policy

Purpose
Student assessment is a process that helps focus attention towards what matters most in education: the learning outcomes of each student and to support students to become more self-directed learners.

Policy Statement
We believe assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment – the evaluation of progress and attainment - is an integral part of learning, not separate from it. By recognizing each person's unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

Procedures
Blyth Academy will follow the assessment and evaluation procedures as outlined by the Ministry of Education of the Province of Alberta.
1. Teachers will only assess learning outcomes for the purpose of summative evaluation. They will assess learning skills and provide formative evaluation using sound professional judgement using multiple tools and techniques.
2. Assessment of Student work will be conducted in 3 ways:
   o Conversations
   o Observations
   o Products

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<u>Conversations</u>: Students may demonstrate their learning through conversations with their teachers, this may include oral tests, student/teacher conferences or casual conversations where, in the teacher's professional judgement, the student has demonstrated mastery of the learning outcomes.

<u>Observations</u>: Teachers may use sound professional judgement and observations to assess and evaluate students. Observation will also be used to evaluate learning skills and social conduct.

<u>Products</u>: Teachers will use student products to provide formative and summative assessments. Products should come in a variety of forms such as tests, displays, artwork, videos etc.

Teachers will develop and submit an assessment and evaluation plan for all their courses, each semester.

Assessments

1. Teachers will use a variety of assessment tools to evaluate students. Evaluation tools should take into consideration a variety of learning styles and provide multiple opportunities for students to demonstrate their learning.
2. Summative Assessments will be of prescribed learning outcomes only.
3. Formative assessments may include other areas important to learning such as organization, effort, attitude, behavior etc.

Grades JK-6 Formative and Summative Assessment Minimums per Semester (18 weeks) by Division

Division	Formative Assessments (per 18 weeks)	Summative Assessments (per 18 weeks)
JK-SK	10 Checklists 1 Portfolio 9 Oral Journals 3 Anecdotal Records 8 Peer Sharing 9 Teacher Observations 9 Student-Teacher Conversations 19 Entry-Exit Slips	2 Oral and Written Tests 3 Observational Tests
1-3	5 Checklists 15 Worksheets 1 Reading Record 2 One to One Discussions 2 Anecdotal Records 6 Quizzes 2 Reflections 2 Teacher Observations 2 Provincial Student Learning Assessments – Only for Grade 3 Students in Semester 1	3 Tests 1 Project 1 Presentation
4-6	4 Checklists 9 Spelling Tests 15 Worksheets 1 Reading Record 2 One to One Discussions 1 Anecdotal Records 7 Quizzes	3 Tests 1 Project 1 Presentation 4 Provincial Achievement Tests – For Grade 6 Students only in Semester 2 (ELA, Math, Science, Social Studies)

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8 Reflections 1 Teacher Observations		

Assessment Criteria and Evaluation Plan for Grades 7-12

Assessment Categories	Junior High Math and Science		
	Grade 7	Grade 8	Grade 9
Unit Exams (4-5)	30 %	30 %	30 %
Class Quizzes	20 %	20 %	20 %
Unit Projects	10 %	10 %	10 %
Assignments	15 %	15 %	10 %
Class Work	15 %	10 %	10 %
Final Exam	10 %	15 %	20 %
Total	100 %	100 %	100 %

Assessment Categories	High School Math and Science		
	Grade 10	Grade 11	Grade 12
Unit Exams (4-5)	35 %	40 %	50 %
Class Quizzes	15 %	15 %	30 %
Assignments/Labs	15 %	10%	10 %
Class Work/worksheets	15 %	10%	10 %
Final Exam	20 %	25 %	-
Total	100 %	100 %	100 %

Math and Science Department Notes:
- No marks for homework and attendance.
- Total Number of Unit Exams, Class Quizzes and Unit Project (category 1 to 3) will be decided according to the subject and must be mentioned in course outlines and long-range plan.

Assessment Categories	Junior High Social Studies		
	Grade 7	Grade 8	Grade 9
Course Work	55 %	50 %	40 %
Exams and Quizzes	30 %	35 %	40 %
Final Exam	15 %	15 %	20 %
Total	100 %	100 %	100 %

Assessment Categories	High School Social Studies			
	10-1	20-1	10-2	20-2
Course Work	25 %	20 %	30 %	25 %
Exams	30 %	30 %	25 %	25 %
Written Responses	25 %	25 %	25 %	25 %
Final Written Response	10 %	10 %	10 %	10 %
Final Exam	10 %	15 %	10 %	15 %
Total	100 %	100 %	100 %	100 %

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Assessment Categories	High School Social Studies	
	30-1	30-2
Course Work	10 %	20 %
Exams	45 %	40 %
Written Responses	45%	40 %
In Class Mark (% of Final Grade)	70 %	70%
Diploma Exam	30 %	30 %
Total	100 %	100 %

Assessment Categories	Junior High ELA		
	Grade 7	Grade 8	Grade 9
Course Work	55 %	50 %	40 %
Exams and Quizzes	30 %	35 %	40 %
Final Exam	15 %	15 %	20 %
Total	100 %	100 %	100 %

Assessment Categories	High School ELA			
	10-1	20-1	10-2	20-2
Course Work	25 %	20 %	30 %	25 %
Exams	30 %	30 %	25 %	25 %
Written Responses	25 %	25 %	25 %	25 %
Final Written Response	10 %	10 %	10 %	10 %
Final Exam	10 %	15 %	10 %	15 %
Total	100 %	100 %	100 %	100 %

Assessment Categories	High School ELA	
	30-1	30-2
Course Work	10 %	20 %
Exams	45 %	40 %
Written Responses	45%	40 %
In Class Mark (% of Final Grade)	70 %	70%
Diploma Exam	30 %	30 %
Total	100 %	100 %

Assessment Categories	Junior High PE		
	Grade 7	Grade 8	Grade 9
Effort	37.5 %	37.5 %	37.5 %
Attitude and Leadership	37.5 %	37.5 %	37.5 %
Skill	25 %	25 %	25 %
Total	100 %	100 %	100 %

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Assessment Categories	High School PE		
	PE 10	PE 20	PE 30
Effort	30 %	15 %	15 %
Attitude and Leadership	30 %	30 %	30 %
Skill	25 %	35 %	35 %
Student Portfolio	15 %	20 %	20 %
Total	100 %	100 %	100 %

Assessment Categories	Junior High Health		
	Grade 7	Grade 8	Grade 9
(each unit contains a minimum of 2 major projects and 2 assignments)			
Wellness Choices	33.3 %	33.3 %	33.3 %
Skill	33.3 %	33.3 %	33.3 %
Student Portfolio	33.4 %	33.4 %	33.4 %
Total	100 %	100 %	100 %

Assessment Categories	Arabic and Islamic Studies
	Grades 1-12
Class Quizzes (4)	20 %
Project (2)	10 %
Class work	10 %
Assignments	10 %
Midterm Exam (1)	20 %
Final Semester Exam (1)	30 %
Total	100 %

Late Work

1. Students are required to submit work according to the agreed upon deadlines. Students may request an extension before the deadline from the teacher, and if in the 'judgement of the teacher' an extension is warranted it may be granted.
2. **Parents should be contacted if a student repeatedly does not meet deadlines.**
3. A teacher may deduct late marks after careful counselling and consideration. Late penalties are not to exceed 5% per day to a maximum of 15%.
4. A '0' may be granted for work not submitted however the following procedures are required:
   o Discussion with student encouraging submission and possible consequences
   o Contact with parents has been made
   o Alternate deadlines have been considered
   o Consequences are grade specific, i.e. more tolerance in lower grades less tolerance for senior grades
5. Assignments and tasks assigned in the first half of the term will NOT be accepted once the mid-term report grades have been calculated. The teacher may assign a grade of '0' if the above procedure has been followed or may provide an alternate assignment or deadline, if in their judgement, it is warranted. Assignments and tasks will not be accepted in June after final grades are calculated.

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Online Learning

MS Teams is Blyth Academy's platform for online learning. Students will submit their assignments, work samples, projects, feedback and oral responses through the various aspects of MS Teams as communicated by each individual teacher, such as through the assignments tab, chat, one on one or video conferencing.

Students may be asked to submit some components of their work as a picture, video, screenshot, Word document, Excel spreadsheet or PowerPoint presentation.

Homework

In recognition of the need for children to have a well-balanced variety of experiences academically and socially, the need to have quality family time and the opportunities available to children in the community, Blyth Academy will endeavor to keep homework assignments reasonable in terms of frequency and quantity at the various grade levels. The length of time spent by students on a specific assignment will vary depending on his/her ability, skills, and pace of work. Homework should be completed by the student independently although parents are encouraged to monitor their child's homework and help when it is appropriate. The expectation is that homework must be completed when assigned by the teacher.

Homework is an integral part of a student's academic life however research shows that homework should be specific and kept to a minimum. As students' progress in grades, the amount of homework becomes greater. In general terms per night;

- Primary (Kindergarten – Grade 3 students, will spend 15 minutes on school activities (nightly reading, reviewing or finishing class work, etc.).
- Elementary (Grades 4 – 6) students, will spend 30 minutes.
- Junior High (Grades 7 – 9), students will spend 1 hour, and
- Senior High (Grades 10 – 12) students, will spend more than this.

Homework assigned is expected to be completed and the students are expected to come to school each day prepared for classes. If no homework is assigned students are encouraged to take time to review notes and read.

Homework is NOT graded (summative) and is used to practice and determine mastery of learning outcomes. **HOMEWORK IS NOT USED TO INTRODUCE NEW MATERIAL**, although reading ahead in preparation for class is reasonable. Homework must be considered in totality and teachers must be aware of a student's total workload. HOMEWORK IS NOT TO BE ASSIGNED OVER LONG WEEKENDS OR HOLIDAYS.

Scheduling of Assessments

- Teachers are **required** to post significant (requiring student preparation time) assessments on the school outlook (email) K-6 and 7-12 academic electronic calendar every month.
- Students should NOT have more than 2 assessments on any given day and reasonably no more than 4-5/week.
- Teachers should make an effort to work around other school activities that demand students' time such as drama, sports and field trips.
- Teachers will adhere to due dates given for assignments/projects and avoid extensions unless there are extenuating circumstances.
- Quiz/test/exam dates must be followed as scheduled and posted on MS Teams/PowerSchool and/or Outlook Academic Calendars.

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These activities are to be posted on the outlook calendar as well. Assessments that are NOT posted will not be given priority and teachers will have to work around the calendar as posted to find suitable times that do not contradict the above policy (2 daily and weekly). Teachers should plan as much as possible to develop an assessment schedule that respects student workload (i.e. avoid multiple assessments just prior to the end of the term).

Submission of Homework
Students can submit their homework through the following means as communicated by their teachers:
- Email
- MS Teams
- In person at school

Absenteeism from Assessment
Generally, students should take any missed assessment the first day upon return, however this is subject to discussions with the classroom teacher. In the case of an absent student, teachers may disregard the above policy statement (number of assessments per day) and use their professional judgement. If a pattern of absenteeism on assessment days occurs parents are to be contacted and a doctor's note provided before the assessment can be completed.

Absenteeism from Tests/ Exams
In accordance with the Ministry of Education and Higher Education requirements, all tests and final exams will be written on site. If a student has a doctor's note for the absence, and the note has been submitted to the receptionist and school nurse, the student may write the test at a later date if it is communicated to the teacher.

Special circumstances for missed tests must be discussed ahead of time with the Head of School.

Dates and times for Diploma Tests (30-level tests administered from Alberta Education) cannot be changed or adapted. If a student misses his/her diploma test time, they **WILL NOT** have the opportunity to rewrite it at a later date.

Grading
- Teachers are required to grade and return assessments in a **timely manner**.
- For short answer, fill in the blank style assessments papers should be graded and returned within **48 hours**.
- Essay style assessments should be graded **within the week** depending on the nature of the assessment.
- Teachers are to keep a 'real time' grade book and students and parents should have access to their 'real time' grade upon request. Students are not to be denied access to their grades. Grades will be accessible on the PowerSchool Parent Portal.
- Student achievement is confidential and is **NOT to be shared with others** without the consent of the student. Marks are not posted.

Report Cards
In addition to the ongoing communication of students' progress, students will receive four formal progress reports from Kindergarten to Grade 12. Students will receive the following reports:
1. October/November – Semester 1 Midterm Report
2. January – Semester 1 End of Semester Report
3. March/April – Semester 2 Midterm Report
4. June – Semester 2 End of Semester Report

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Assessment of Student Work

Rationale: "the primary purpose of assessment is to improve student learning." Assessment information is also used to:

- ✓ enhance instruction to students
- ✓ assures that the education system is meeting the needs of students
- ✓ achieve the outcomes of the Ministerial Order on Student Learning, where students develop 21st century cross-curricular competencies and are able to:
  1. Know how to learn
  2. Think critically
  3. Identify and solve complex problems
  4. Manage information
  5. Innovate
  6. Create opportunities
  7. Apply multiple literacies
  8. Demonstrate global thinking
  9. Demonstrate good communication skills and the ability to work cooperatively with others
  10. Identify and apply career and life skills

The Student Assessment and Evaluation Policy provides clear guidelines regarding formative and summative assessment practices for our students. The policy is reviewed each year with teachers to ensure they are familiar with it and implementing appropriate strategies.

4.03 – PowerSchool Policy

Purpose

The purpose of this policy is to outline all staff, student and parent procedures and expectations regarding PowerSchool.

Policy Statement

We believe correct and consistent adherence by all parties in this policy will ensure proper communications in all aspects of education. Communication between staff, between staff and students and between staff and parents will be consistent across this platform.

Procedures

Beginning of Semester/Year Procedures:

PowerSchool Administrator Expectations:

- Block B:
  - Prior to Day 1 of classes, provide teachers with the "PowerSchool Start of Year/Semester Binder," which includes:
    - Teacher Schedule Matrix
    - Class lists for all classes
    - Attendance Sheet(s) + "how to download" guide
    - Student Photo Directory for all class lists
    - If they are a homeroom teacher:
      - Homeroom class list

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- All student schedule matrixes for homeroom class – On day 1 of classes, all students go to homeroom first
  - Provide staff orientation training on any/all necessary PowerSchool related items.

IT Administrator Expectations:

- Assist PowerSchool Administrators with above tasks as requested.
- Block B
  - Day 2 of classes, check all teacher's PowerTeacher Pro class traditional grade scales to confirm they have been set up correctly.
- Fix any class list changes as identified by teachers throughout the semester both on PowerSchool and the "Class List" file on Microsoft Teams (PowerSchool Team).
  - Once any changes have been made, an email must be sent to teachers that teach the student to confirm the update has been made
- Block A
  - Prior to Day 1 of classes, provide JK-6 homeroom and specialist teachers with the "PowerSchool Start of Year/Semester Binder," which includes:
    - Homeroom class list
    - French / Arabic Student Class Lists
    - Student Photo Directory for all class lists
- Anytime parent emails/contacts change, the IT administrator oversees updating this on PowerSchool (either the IT administrator does it or gets aid from the receptionist).
- Generate a JK-12 parent email list in Word/PDF (located in Teams) for teacher access. This document should be updated anytime a new student is added to the school and/or if any parents contact details change.

Teacher Expectations:

- Review "PowerSchool Start of Year/Semester Binder."
- By the end of **week 1** of classes, report any class list issues to the IT administrator. Throughout the semester, report any issues to class lists to the IT administrator.

Grade 7-12 Parent/Student Portal:

Parent Expectations:

- It is the responsibility of the parent to be consistently checking PowerSchool for due dates, assignment marks and feedback on all classes that their child is enrolled in.
- If parents are unable to access the system, they are expected to contact it@blythacademyqatar.com.

Student Expectations:

- It is the responsibility of the student to be consistently checking PowerSchool for due dates, assignment marks and feedback.
- Utilizing the portal for course selection when directed by PowerSchool Administrators.
- If students are unable to access the system, they are expected to contact it@blythacademyqatar.com.

Teacher Expectations:

- As per the policy on PowerTeacher Pro – teachers are expected to create assignments to be viewed on the portal within 24 hours of assigning with a due date. Marks must be uploaded for parent/student viewing on the portal as soon as possible, up to a maximum of 1 week from the due date of the assignment.

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IT Administrator Expectations:

- When new students enter the school throughout the school year, it is the responsibility of the IT administrator to send parents and students their username/passwords to access the portal. This will be done within 1 week of student registration in the school.
- For any new students enrolled for the next school year the IT administrator will send parents and students their username/passwords to access the portal. This will be done during the summer, prior to Day 1 of classes.
- Providing IT assistance to parents and students when contacted.

Course/Schedule Changes – Current School Year

Student Expectations:

- Within 2 weeks (within the add drop period) of the semester, a student can change any course they are currently enrolled in. In order to do this – they must fill out a paper form from the Guidance Counsellor for review.
- During the time they are trying to drop a course and be enrolled in a new one – they **MUST** attend classes of the course they are enrolled in currently, unless otherwise approved by the Guidance Counsellor AND approved by the teacher of the new course they **want** to enroll in.
- Students may drop a course at any time in the semester but must first meet with the teacher of the course, followed by a meeting with the Guidance Counsellor. During this process they must continue attending classes for the course they are looking to drop until the drop has been approved and agreed upon by the Guidance Counsellor and the teacher of the course.

Teacher Expectations:

- Communicate add/drop period to all students in their classes each semester.
- Sign add/drop forms as necessary during the add/drop period of each semester.
- Meet with any student as necessary to discuss withdrawals/droppings.
- Meet with the Guidance Counsellor as necessary to discuss student withdrawals/droppings.

Guidance Counsellor Expectations:

- Communicate add/drop period end date and procedure to all teachers via email prior to Day 1 of classes each semester.
- Communicate add/drop period end date and procedure to all students verbally as required and written via Microsoft Teams post (High School Team).
- Provide add drop forms and guidance to any students as necessary (using graduation plans [dsee policy below]) during the add drop period.
- Meet with students/teachers as needed to discuss student withdrawals/droppings.
- Once an add/drop approval has been made (student sheet signed by all appropriate parties), the Guidance Counsellor will make the change on the LIVE side of PowerSchool to the students enrolled courses.

Course Selection – Next School Year

Student Expectations:

- Discuss course requests with guidance counsellor or appointed staff and parents prior to making final choices.

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- Register for courses via the student portal as directed by PowerSchool Administrators.

Guidance Counselor Expectations:

- Meet with students in Grades 9, 10 & 11 prior to course selection (1st week of November) to discuss graduation plans and course requests.
- Meet with any students who missed course selection to help them manually request courses by the end of January.
- Review course requests post November (2nd week) selection to ensure student requests are double checked for prerequisites and correct number of course requests made. Completion of this by end of March.
- In conjunction with PowerSchool Administrators, present a parent and student information session regarding course selection and divisional transition to Grade 9 students and parents by end of October.
- In conjunction with PowerSchool Administrators, present a parent and student information session regarding course selection and divisional transition to Grade 6 students and parents by end of March.

PowerSchool Administrator/IT Administrator Expectations:

- Complete course selection with Grades 9-11 by 2nd week of November of the current school year.
- Provide administration with Course Request Tally by 3rd week of November.
- Complete course selection with Grades 6-8 by April of the current school year.
- Follow all set up procedures as outlined in the PowerSchool Administrator handbook.
- In conjunction with Guidance Counsellor, present a parent and student information session regarding course selection and divisional transition to Grade 6 (end of March) and Grade 9 (end of October) students and parents.

Log Notes

Teacher Expectations:

- Consistent use of PowerSchool Log Notes system as directed by administration. Uploading of log notes within 24 hours of noteworthy event/incident.
- Pasting of parent emails (sent and responses) to the log notes appropriate category.

Administration Expectations:

- Weekly review of log notes sent to admin via PowerSchool automated notification system. Follow up with teachers/students/parents where necessary.
- Deputy Head log note entries for cell phone warnings.

Structure of Log Notes System:

- Parent Communication
  - Positive Praise
  - Important Communications
- Cell Phones (Log Notes inputted by Deputy Head ONLY)
- Behaviour
  - Positive
  - Issues / Concerns
- Academic
  - Praise
  - Issues / Concerns

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- Awards
  - JK – Grade 6
  - Grade 7-12

PowerTeacher Pro – Grade Scale Set Up (7-12)

Grade 7-12 Teacher Expectations:

- All courses will be set up using the traditional grade scale calculation method (as outlined in training with PowerSchool administrators).
- Teachers must create categories for each course and assign weighting (%) to them, adding up to 100%. This includes the final exam:
  - Ex. Assignments (15%), Quizzes (25%), Unit Tests (40%), Final Exam (20%).

PowerSchool Administrator Expectations:

- Training and checking if grade scales are set up properly during staff training.

IT Administrator Expectations:

- Check all teacher grade scales on DAY 2 of classes starting each semester to ensure they are set up correctly.

PowerTeacher Pro

SK-Grade 6 Teacher Expectations:

- Consistent use of PowerTeacher Pro system in recording student grades.
- Input any final marks into the PowerTeacher Pro system by the deadline indicated by administration prior to report cards.
- Once directed to by the PowerSchool administrator, upload report card comments for each student to the PowerTeacher Pro platform by the deadline assigned by administration.

Grade 7-12 Teacher Expectations:

- Prior to day 1 of each class they teach, teachers are expected to have their grade scale for each class set up on PowerTeacher Pro and checked by one of the PowerSchool Administrators.
- Within 24 hours of giving an assignment, teachers are expected to create an assignment on PowerSchool that students and parents can see on the portal (select publishing date). This assignment **must include a due date** on the system.
- Within 1 week of the assignment due date, marks and any written feedback (via PowerSchool) for the assignment must be uploaded to PowerTeacher Pro (publish scores must be selected) for parent/student viewing via the portal.
- Input any final marks into the PowerTeacher Pro system by the deadline indicated by administration prior to report cards.
- Once directed to by the PowerSchool administrator, upload report card comments for each student to the PowerTeacher Pro platform by the deadline assigned by administration.

Department Head Expectations:

- Bi-monthly check in with teachers to ensure marks are being uploaded to PowerTeacher Pro and to check in to see if teachers have any issues using the system (via verbal confirmation/conversation).

Administration Expectations:

- Monthly check-ins with department heads and elementary staff regarding teacher PowerTeacher Pro policy adherence and notification of areas where support may be needed.
- Check ins with PowerSchool/IT Administrators during report card deadlines for updates on adherence of deadlines by staff.

PowerSchool Administrator Expectations:

- Provide staff training and ongoing assistance to staff regarding PowerTeacher Pro usage and staff expectations.

IT Administrator Expectations:

- Provide ongoing staff assistance regarding PowerTeacher Pro usage.
- Print all report comments for peer review to administration by peer review deadlines given by administration.
- Enable grade locking feature per grade deadlines provided to teachers by administration prior to each report card.
- Provide a note on the teacher and student/parent portal advising users of updates/closures of system when necessary.
- Download report cards via PowerSchool and send them out to parents via deadline given by administration for distribution.

PowerTeacher Pro – Parent Communication

Teacher Expectations:

- When using the email function on PowerTeacher Pro, teachers are expected to click CC me (CC's the email to themselves) to reach out to parents if using the portal for communication. Once the email has been sent, copy and paste the email into log notes (see policy above).
- As per the Assessment and Evaluation Policy, if after 3 weeks in any term throughout the academic year and after continued communication with the student, he/she shows signs of:
  - o Struggling to complete assigned work;
  - o Poor behaviour;
  - o Performing poorly on tests, quizzes or major assessments;
  - o Being chronically late for class or frequently absent;
- The teacher must do the following:
  1. Email parents to inform them of the issue (PowerSchool or standard school email) regarding their child. Request a response (acknowledgement of receipt) to the email sent.
  2. Copy and paste email in PowerSchool student log notes.
  3. If no response from parent(s), you must make a single attempt to phone the parent to make them aware of the email sent and to respond. Make a note of phone call in PowerSchool log notes (date, time, general content).
  4. If no change or improvement after 1-2 weeks, teacher must request a parent meeting.
  5. If issue continues:
     - o Academic – refer to Learning Support Coordinator for follow up.
     - o Behaviour – refer to Deputy Head.
     - o Attendance – refer to guidance Counselor.

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Department Head Expectations:

- Bi-Monthly verbal check in with teachers in their department regarding parent communication and any major student issues. Offer support as necessary.

Administration Expectations:

- Monthly verbal check in with department heads regarding parent communication in their departments and any major student issues. Offer support as necessary and requested.

PowerSchool Attendance

Teacher Expectations:

- JK-Grade 6 homeroom teachers are expected to take attendance daily on PowerSchool within the first 15 minutes of block 1 (7:45 am).
- JK-Grade 6 specialist teachers are expected to take attendance for every class they teach by the first 10 minutes of their period.
- Grade 7-12 teachers are expected to take attendance for every class they teach and input into PowerSchool within the first 10 minutes of every class period. First block teachers have until a maximum of 8 am to take attendance.
  - PE teachers and Foods teachers are the only exception. Within the first 10 minutes of every period they teach, they must send a picture of their attendance sheet via WhatsApp to reception or send a student to reception with the paper copy attendance. Reception will input their attendance into PowerSchool for them.
- When calling in sick, have attendance sheet for substitute teacher ready in sub folder.
- **Substitute teachers** are expected to follow the above policy (take PowerSchool attendance for all classes within the allotted time, unless they are teaching a PE or Foods class, in which case they send a WhatsApp or student with an attendance paper copy to reception).

Reception Expectations:

- Check PowerSchool attendance each morning by 8 am and reach out to any parents of students who are absent.
- Input attendance for PE teachers, Foods teachers and Substitute teachers as received via Whatsapp or student runner with paper copy.

PowerSchool Administrator Expectations:

- Provide attendance sheets and "how to download" instructions to all teachers in "PowerSchool Start of Year Booklet".

Graduation Plans

Guidance Counsellor Expectations:

- Consistent use and updating of graduation plan for all Grade 10-12 students enrolled at BA.
  - 2022/23 school year – update of all graduation plan records by September 2022
- Yearly review of graduation plans with students each year.

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New Student Procedure

Admissions Officer Expectations:

- Once the student has been registered, send an email to the IT administrator with student information and provide IT administrator with the student folder.

IT Administrator Expectations:

- Upon receiving new student folder from the admissions officer, input the following information into the PowerSchool System:
  o Student Email
  o Student QID/ASN
  o Emergency Contact Information
  o Grant portal access for Grade 7-12 students (email parent access and student access username/password to parents/student)
  o Student demographics (ex. Gender, grade level, etc)
- JK-Grade 6: Assign a homeroom class to the student and add them to the EXCEL class list sheet found on Microsoft Teams PowerSchool Team.
  o Once a homeroom class has been assigned to the student, email the homeroom teacher to inform them of the new addition to their class.
- Grade 7-12: Email PowerSchool Administrators/Guidance Counsellor to inform them that the student's profile is ready for scheduling.

PowerSchool Administrator Expectations:

- Once contact by the IT Administrator, schedule the Grade 7-9 students in courses for the year (If for the current school year, this needs to be done on the LIVE side. If it for the next school year, it must be done on the POWERSCHEDULER side until the EOY process has been committed).
- Assign the student to a homeroom, add them to the class list sheet found on Microsoft Teams PowerSchool Team.
- Email teachers to let them know that a new student has been enrolled in their class.

Guidance Counsellor Expectations

- Once contact by the IT Administrator, schedule the Grade 10-12 students in courses for the year (If for the current school year, this needs to be done on the LIVE side. If it for the next school year, it must be done on the POWERSCHEDULER side until the EOY process has been committed).
- Assign the student to a homeroom, add them to the class list sheet found on Microsoft Teams PowerSchool Team.
- Email teachers to let them know that a new student has been enrolled in their class.

End of Year Process

IT Administrator Expectations:

- In consultation with PowerSchool Administrators and administration, commit the EOY Process as per the EOY Process Manual (End of June).

Blyth Academy Security Settings

Security settings are set up according to the needs of an individual's job description as it relates to PowerSchool and accesses needed. The following categories are in use by various staff:

- Super User

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- Office Staff
- Guidance Counsellor
- Elementary Lead
- Principal
- Nurse
- Resource Teacher
- Admissions Officer
- Finance Department

Security settings are set by the PowerSchool administrators and can be changed upon request by administration if further access or restrictions are needed.

Report Generation

Enterprise Reports

Enterprise reports are used to generate any data charts or tables needed by the school from the information in PowerSchool. Reports include examples such as: parent contact list for all students in grade 7, final course grades for all students in Grade 9, list of all students JK-6 with medical alerts, Parent contact and student QID table for Basketball Team, etc.

IT Administrator Expectations:

- Create enterprise reports as requested and needed by teachers/admin.

Honour Roll

IT Administrator Expectations:

- Honour Roll is generated via PowerSchool in February – Semester 1 and August – Semester 2 and provided to the Student Life Lead for award distribution.

PASI Integration

IT Administrator / Guidance Counsellor Expectations:

- Collaborate to ensure all Alberta Education requirements are met for PASI on the PowerSchool system.
- IT administrator registers students in PASI once they have been enrolled in the school.

Medical Alerts/Information

Nurse Expectations:

- As new students enter the school and updates are given to the nurse with current student medical issues, the nurse will update the medical notes/issues into the PowerSchool system within 24 hours of receiving the information.

4.04 – Student Records Policy

Purpose

This policy ensures the integrity and consistency of all records. It establishes the parameters of the appropriate collection of information for, and use of, Student Records as well as to ensure compliance with all Alberta Education and Qatar MoEHE requirements.

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Policy Statement

To be useful, Student Records should be accurate and complete. The officials who maintain them and teachers who access them are tasked with protecting the privacy and confidentially of all information maintained in our Students Records as per the requirements outlined in this policy.

Procedures

- Student Records are maintained in the Administrative building and keys are to be requested from reception when teachers need to access them.
- Any student records are to signed out at reception before removing from the filing area and signed back when returned.
- Teaching and Administrative staff are only to access those files which they have a direct need of.
- All Student Record information, including report cards, accommodations, provincial exam results, etc., are to be updated (as applicable) by homeroom teachers, on an annual and ongoing basis to ensure the most accurate and up to date information possible, as per the student record checklist attached in each student record.
- The annual online student registration form is to be updated in each student record every year.
- All admission information as per our admission packet checklist should be maintained in each student record.
- As per Alberta Education requirements, Blyth Academy is working on moving to digitized student records.
- Student Records are to maintained for 7 years after the student has left Blyth Academy.
- After 7 years, records are to be destroyed in a manner which maintains their confidentiality.

4.05 - Teacher Growth, Supervision and Evaluation Policy

Purpose

Supervision, observation and evaluation are important for establishing and carrying out the goals of any organization. Among the purposes for supervising, observing and evaluating teachers are the following:
- To promote continuous improvement in the ability of teachers to enhance student learning.
- To celebrate accomplishments as well as to improve performance.
- To assist the teacher to engage in critical self-evaluation and reflection.
- To provide feedback on the impact of a teacher's professional practice on student learning and the ability of Blyth Academy to achieve its mission.
- To provide direction for continued professional growth and development.
- To provide information for decisions regarding permanent certification, continuous contract, promotion, transfer, dismissal and/or references.
- To ensure that the professional practice of a teacher is consistent with the expectations contained in the *Teaching Quality Standard*.

Policy Statement

At Blyth Academy, we believe:
- An effective supervision and evaluation system is one that puts primary emphasis on the student and desirable student outcomes.
- An effective supervision and evaluation system demonstrates respect for the worth and dignity of Blyth Academy teachers.
- An effective supervision and evaluation system is consistent with job descriptions, school procedures and the *Teaching Quality Standard*.
- An effective supervision and evaluation system is one in which the supervisor/evaluator possesses the necessary expertise to implement the system fairly, effectively and consistently.

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- An effective supervision and evaluation system is one whereby a teacher is provided timely and precise direction for continued growth and improvement.
- An effective evaluation system is one that values competent personnel.
- An effective supervision and evaluation system is one that is on-going. The process is structured on the data collected through ongoing supervision that supports meeting the *Teaching Quality Standard*.
- An effective supervision and evaluation system is one in which a teacher has the opportunity to seek on-the-job assistance and consultation.

Procedures

Teacher Performance Components (Please refer to Appendix 2 for specific descriptors of these components)
The supervision, observation and evaluation criteria include the following major components:

- Fostering Effective Relationships
- Engaging in Career-Long Learning
- Demonstrating a Professional Body of Knowledge
- Establishing Inclusive Learning Environments
- Applying Foundational Knowledge about First Nations, Métis and Inuit
- Adhering to Legal Frameworks and Policies

Reasons for Teacher Supervision, Observation and Evaluation
The observation and evaluation of a teacher by the Principal or Deputy Principal may be conducted:

- Upon written request by the teacher
- For purposes of gathering information related to specific employment decisions
- For purposes of assessing growth of the teacher in specific areas of practice
- When, on the basis of information received through supervision, the Principal has reason to believe that the teaching may not meet the *Teaching Quality Standard*
- A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate

Features of Supervision, Observation and Evaluation
A. Individual Professional Growth Plan

- All teachers are required to complete an Annual Professional Growth Plan (see Appendix 2). The rationale of the Professional Growth Plan is to help teachers grow, take risks and learn new skills, knowledge and/or attributes.
- The professional growth plan must be based on an assessment of learning needs by the individual teacher. It must show a clear coordination to the *Teacher Quality Standard* and take into consideration the **School Education Plan** and Alberta Education.
  - A minimum of two (2) goals are required for each academic year
  - Goals may be determined in consultation with the school Principal or Vice Principal
  - Goals may be determined as a result of knew knowledge that may be necessary to successfully execute the School Education Plan.
- Examples of acceptable *strategies* to meet goal expectations may include but are not limited to:
  - Attending a series of professional development activities to enhance understanding of the specific needs of students or instructional methods
  - Engaging in a program of professional reading to enhance knowledge of the specific needs of students or instructional methods
  - Engaging in specified volunteer activities in the school community to create and enhance partnerships among teachers, parents and students
  - Becoming well versed in a particular technology that will enhance abilities to meet the learning needs of their students

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- o Engaging in the development of curriculum related projects that will enhance abilities to meet the learning needs of their students
- o Engaging in a program of student assessment to gain a better understanding of assessment strategies
- o Working in collaboration with teaching staff and/or the School Council to improve student achievement
- o Participating in exchange visits with teachers within the school

Timeliness for Growth Plans
The growth plan is to be submitted to Administration by **mid-October**. The Principal will confer, review and sign off on the submitted Professional Growth Plan by the end of October. The teacher and Principal will complete a final review of the Professional Growth Plan which includes the addition of the teacher reflection on the indicator of success. This will be submitted by the end of the academic year.

Review of Growth Plans
If there is a reluctance to develop the plan in a timely manner and/or to implement the plan according to its design, disciplinary action can occur. For example, a letter of reprimand may be placed in the teacher's file, or the teacher may be assigned to remediation.

Disciplinary actions could include suspension and/or termination. The specific action, if necessary, is at the discretion of the Principal.

B. Observation & Evaluation
 1. Walk Through Observations
All teachers (regardless of Alberta certification status) should anticipate that the Head of School, Deputy Head, Elementary Lead or Department Head will make "walk through" observations in the classroom on a regular basis. Please refer to Appendix 3 for further information.
- Records of dates and times of visits, including any comments, shall be kept on file.
- The Head of School, Deputy Head of Elementary Lead will share relevant information with the teacher

 2. Extended Observations, Evaluation Summary and Feedback
Extended observations can occur for a variety of reasons (please refer to page 37). All **extended observations** are followed by a post-observation conference (usually 15-20 minutes in length). The post-observation conference may result in the Head of School, Deputy Head or Elementary Lead, suggesting one or more areas for improvement. The teacher may elect to include these suggestions in subsequent Professional Growth Plans.

For those teachers pursuing Alberta *permanent certification*, there will be two (2) extended observation sessions over the course of an academic year followed by an **Evaluation Summary** (see Appendix 2). This needs to be repeated for two academic years. If the required observations and evaluations are sufficient, then the request can be made for permanent certification with the relevant Alberta authority.

The below list includes the **required documents** for an extended observation. Teachers are required to have these readily accessible for the Principal on or before the day of the scheduled extended observation (see Appendix 2):
- Individual Professional Growth Plan
- Courses Outline / Long Term Plan
- Detailed Lesson Plan(s)
- Parent Communication Sample

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- Sample of formative and summative assessments showing a variety of evaluations (tests, posters, videos, labs, assignments etc.) that **reflect the Alberta curriculum standards**
- Sample of or proof of differentiated planning (can be referenced in lesson plan)
- Records of tracking of grades and behaviour
- Samples of student work

3. *Teaching Quality Standards Rubrics*

The Teaching Quality Standards Rubrics will be used as a supporting document for the scheduled formal Extended Observations.

For each Teaching Quality Standard competency, the specific indicators will be rated on the rubric by the evaluator during a scheduled formal lesson observation to complete the Extended Formal Teacher Observation Checklist.

Teachers may use the Teaching Quality Standards rubrics as part of their own Teacher Self Assessment. The document may be used to help identify areas of professional growth and/or competency.

Please Note: The "Teacher Supervision, Observation and Evaluation Policy" and all forms are available on MS Teams. They can be found under "Files" in the "Teacher Observation Forms" channel of the "Teacher Team".

4.06 - Arabic/Islamic/Qatar History Policy

Purpose

To ensure high quality academic teaching in the required courses in order to support the crucial development and maintenance of cultural identity as well as shaping responsible global citizens.
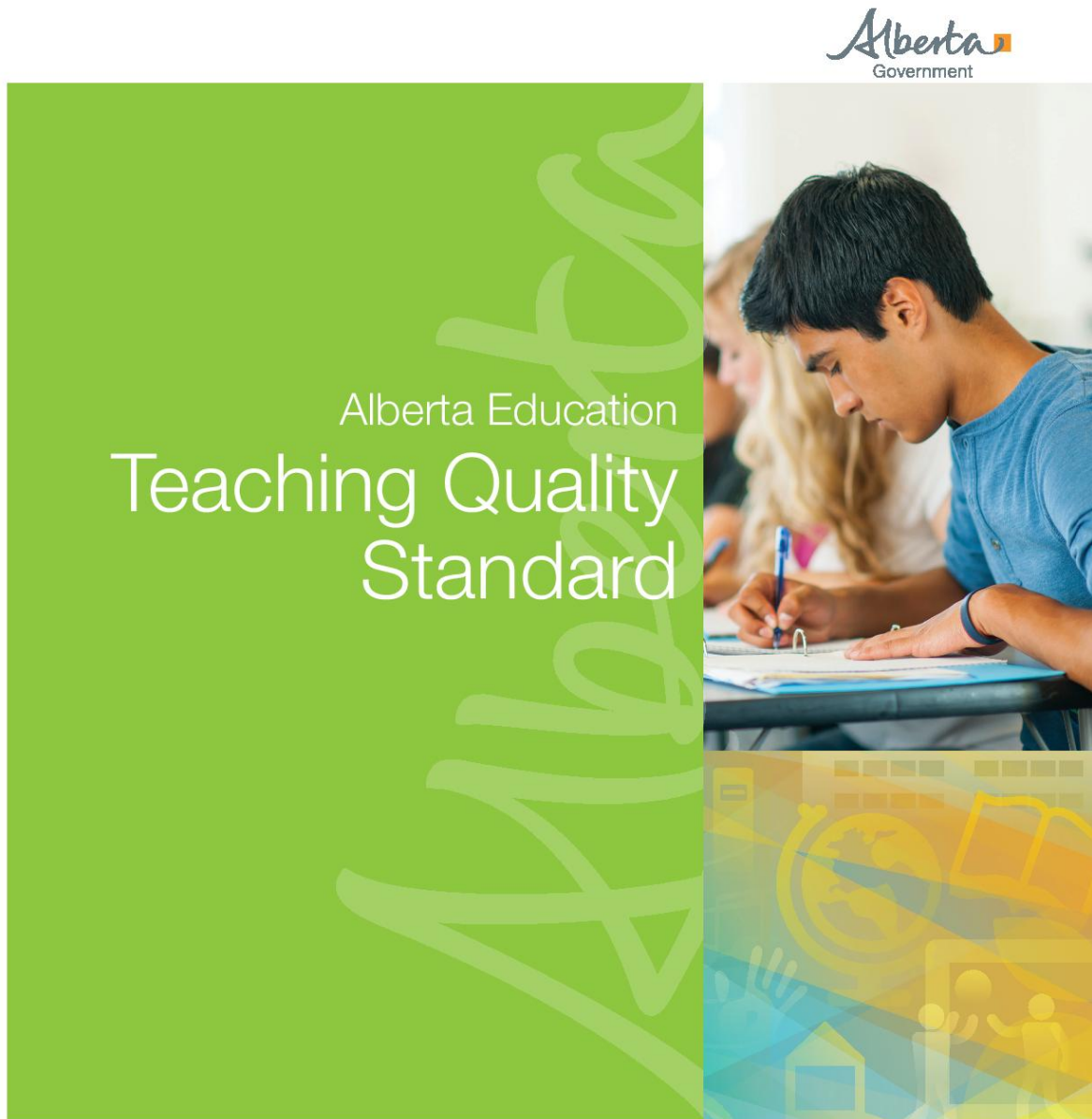
Policy Statement

Blyth Academy is committed to meeting the requirements of the Ministry of Education of the State of Qatar regarding the teaching of Arabic, Islamic and Qatar History.

Procedures

1. Blyth Academy will meet the hourly requirements of 4 hours/week of Arabic language for first language speakers.
2. Blyth Academy will meet the hourly requirement of 3 hours/week of Islamic studies for all Muslim students.
3. Blyth Academy will offer Arabic as a second language for non-native speakers in grades 1-9 and strive to meet the 4 hour/week requirement.
4. Blyth Academy will offer Islamic studies for non-Arabic students taught in English and Arabic (as necessary) and will meet the 3 hour/week requirement.
5. In Grades 1-9 non-Arabic and Arabic speakers will be taught in separate classes.
6. In Grade 10-12 student who wish to continue to study Arabic will do so in Arabic as first language classes unless there are a reasonable number of students wishing to learn Arabic as a second Language.
7. Qatar history will be taught by classroom teachers in grades 1-6 and by the Social Studies teacher in grades 7,8,9. The Ministry of Education of the State of Qatar books will be followed.

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5.0 Appendices

5.01- Appendix 1 – Alberta Education Teaching Quality Standard

Alberta Education
Teaching Quality
Standard

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Teaching Quality Standard

Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

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Teaching Quality Standard

1. In the context of this document:

(a) **"competency"** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard;*

(b) **"inclusive learning environment"** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;

(c) **"indicators"** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;

(d) **"local community"** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;

(e) **"school authority"** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;

(f) **"school community"** means students, teachers and other school staff members, parents/guardians and school council members;

(g) **"school council"** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation;*

(h) **"student"** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;

(i) **"teacher"** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

---

2. The *Teaching Quality Standard:*

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

---

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

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Teaching Quality Standard

Fostering Effective Relationships

1. **A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.**

Achievement of this competency is demonstrated by indicators such as:

(a) acting consistently with fairness, respect and integrity;

(b) demonstrating empathy and a genuine caring for others;

(c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;

(d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;

(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and

(f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. **A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.**

Achievement of this competency is demonstrated by indicators such as:

(a) collaborating with other teachers to build personal and collective professional capacities and expertise;

(b) actively seeking out feedback to enhance teaching practice;

(c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;

(d) seeking, critically reviewing and applying educational research to improve practice;

(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and

(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

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Teaching Quality Standard

Demonstrating a Professional Body of Knowledge

3. **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.**

Achievement of this competency is demonstrated by indicators such as:

(a) planning and designing learning activities that:

- address the learning outcomes outlined in programs of study;

- reflect short, medium and long range planning;

- incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;

- ensure that all students continuously develop skills in literacy and numeracy;

- communicate high expectations for all students;

- foster student understanding of the link between the activity and the intended learning outcomes;

- consider relevant local, provincial, national and international contexts and issues;

- are varied, engaging and relevant to students;

- build student capacity for collaboration;

- incorporate digital technology and resources, as appropriate, to build student capacity for:

  - acquiring, applying and creating new knowledge;

  - communicating and collaborating with others,

  - critical-thinking; and

  - accessing, interpreting and evaluating information from diverse sources;

- consider student variables, including:

  - demographics, e.g. age, gender, ethnicity, religion;

  - social and economic factors;

  - maturity;

  - relationships amongst students;

  - prior knowledge and learning;

  - cultural and linguistic background;

  - second language learning;

  - health and well-being;

  - emotional and mental health; and

  - physical, social and cognitive ability;

(b) using instructional strategies to engage students in meaningful learning activities, based on:

- specialized knowledge of the subject areas they teach;

- an understanding of students' backgrounds, prior knowledge and experiences;

- a knowledge of how students develop as learners;

(c) applying student assessment and evaluation practices that:

- accurately reflect the learner outcomes within the programs of study;

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;

- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;

- provide accurate, constructive and timely feedback on student learning; and

- support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

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Teaching Quality Standard

Establishing Inclusive Learning Environments

4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Achievement of this competency is demonstrated by indicators such as:

(a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;

(b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;

(c) communicating a philosophy of education affirming that every student can learn and be successful;

(d) being aware of and facilitating responses to the emotional and mental health needs of students;

(e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;

(f) employing classroom management strategies that promote positive, engaging learning environments;

(g) incorporating students' personal and cultural strengths into teaching and learning; and

(h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

(a) understanding the historical, social, economic, and political implications of:

• treaties and agreements with First Nations;

• legislation and agreements negotiated with Métis; and

• residential schools and their legacy;

(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;

(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and

(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

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Teaching Quality Standard

Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

(a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;

(b) engaging in practices consistent with policies and procedures established by the school authority; and

(c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

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5.02- Appendix 2 – Teacher Growth, Supervision and Evaluation Policy Forms

Blyth ACADEMY

EXTENDED FORMAL TEACHER OBSERVATION
(Based on the Alberta Teaching Quality Standards)

Teacher: Grade(s) Taught:

Date: Subject(s) Taught:

Observation: 1 of 2   2 of 2

Section 1. Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
(a) acting consistently with fairness, respect and integrity;				
(b) demonstrating empathy and a genuine caring for others;				
(c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;				
(d) inviting First Nations, Métis & Inuit parents/guardians, Elders/knowledge keepers, cultural advisors & local community members into the school & classroom;				
(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and				
(f) honouring cultural diversity and promoting intercultural understanding.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

Section 2. Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
(a) collaborating with other teachers to build personal and collective professional capacities and expertise;				
(b) actively seeking out feedback to enhance teaching practice;				
(c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;				
(d) seeking, critically reviewing and applying educational research to improve practice;				
(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and				
(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

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Section 3. Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
(a) planning and designing learning activities that:				
• address the learning outcomes outlined in program study;				
• reflect short, medium and long range planning;				
• incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;				
• ensure that all students continuously develop skills in literacy and numeracy; • communicate high expectations for all students;				
• foster student understanding of the link between the activity and the intended learning outcomes;				
• consider relevant local, provincial, national & international contexts & issues;				
• are varied, engaging and relevant to students;				
• build student capacity for collaboration;				
• incorporate digital technology and resources, as appropriate, to build student capacity for: - acquiring, applying and creating new knowledge; - communicating and collaborating with others, - critical-thinking; and - accessing, interpreting and evaluating information from diverse sources;				
• consider student variables, including: - demographics, e.g. age, gender, ethnicity, religion; - social and economic factors; - maturity; - relationships amongst students; - prior knowledge and learning; - cultural and linguistic background; - second language learning; - health and well-being; emotional and mental health; and				
• physical, social and cognitive ability;				
(b) using instructional strategies to engage students in meaningful learning activities, based on:				
• specialized knowledge of the subject areas they teach;				
• an understanding of students' backgrounds, prior knowledge and experiences;				
• a knowledge of how students develop as learners;				
(c) applying student assessment and evaluation practices that:				
• accurately reflect the learner outcomes within the programs of study;				
• generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;				
• provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;				
• provide accurate, constructive and timely feedback on student learning; and				
• support the use of reasoned judgment about the evidence used to determine and report the level of student learning.				

Evidence and comments:
•

Areas for growth and suggestions for improvement:
•

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Section 4. Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
(a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;*				
(b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;				
(c) communicating a philosophy of education affirming that every student can learn and be successful;				
(d) being aware of and facilitating responses to the emotional and mental health needs of students;				
(e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;				
(f) employing classroom management strategies that promote positive, engaging learning environments;				
(g) incorporating students' personal and cultural strengths into teaching and learning; and				
(h) providing opportunities for student leadership.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

Section 5. Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
(a) understanding the historical, social, economic, and political implications of: • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy;				
(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;				
(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and				
(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

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Section 6. **Adhering to Legal Frameworks and Policies**

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory Or Not Observed	Developing	Accomplished	Exemplary
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;				
b) engaging in practices consistent with policies and procedures established by the school authority; and				
c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

I have read and discussed the contents of this evaluation with the evaluator.

_____   _____
Teacher's Signature   **Date (M/D/Y)**

_____   _____
Evaluator's Signature   **Date (M/D/Y)**

Teacher's Comments (optional):

_____
_____
_____
_____
_____
_____
_____

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INDIVIDUAL PROFESSIONAL GROWTH PLAN
(Based on the Alberta Teaching Quality Standards)

Annual Professional Growth Plan for 2022/2023		
Name:	**Date:**	
Teaching Assignment:		
Goal:		
Teaching Quality Standard or School Leader Competency Reference:		
Strategies	**Timeline**	**Resources**

INDICATOR OF SUCCESS
What will successful completion of my goal look like for my Professional Practice? For student learning?

REFLECTION ON INDICATOR OF SUCCESS - (END OF YEAR)
a) How successful have I been in meeting my goal?

b) How has my professional practice improved?

c) How has student learning improved?

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INFORMAL WALKTHROUGH CRITERIA
(Based on the Alberta Teaching Quality Standards)

Description of student activity	
Description of teacher activity	

Observations			
[ ]	Instruction is developmentally appropriate	[ ]	Learning outcomes and goals are clearly communicated
[ ]	Content is accurate and appropriate	[ ]	Teacher provides students with positive, timely and responsive feedback
[ ]	Active teaching and learning are visible	[ ]	Instruction and activities are accessible and stimulating
[ ]	Instructional time is used effectively	[ ]	Classroom environment is safe and conducive to learning
[ ]	Teacher connects lessons to real life	[ ]	Questions are posed that promote higher order thinking
[ ]	Other	[ ]	Varied instructional tools and strategies reflect student's needs and learning objectives

Evaluation Summary	
Follow-Up	

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Blyth ACADEMY

INFORMAL WALKTHROUGH FORM

Teacher:	Grade(s) Taught:
Date:	Subject(s) Taught:
Visit #: 1 of 3 2 of 3 3 of 3	Administrator:

Description of student activity	
Description of teacher activity	

Observations			
[ ]	Instruction is developmentally appropriate	[ ]	Learning outcomes and goals are clearly communicated
[ ]	Content is accurate and appropriate	[ ]	Teacher provides students with positive, timely and responsive feedback
[ ]	Active teaching and learning are visible	[ ]	Instruction and activities are accessible and stimulating
[ ]	Instructional time is used effectively	[ ]	Classroom environment is safe and conducive to learning
[ ]	Teacher connects lessons to real life	[ ]	Questions are posed that promote higher order thinking
[ ]	Other	[ ]	Varied instructional tools and strategies reflect student's needs and learning objectives

Evaluation Summary	
Follow-Up	

_____   _____   _____
Administrator Name   **Administrator Signature**   **Date**

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INFORMAL PEER WALKTHROUGH FORM

Teacher:	Grade(s) Taught:
Date:	Subject(s) Taught:
Visit #: 1 of 3 2 of 3 3 of 3	Peer or Lead Observing:

Description of student activity	
Description of teacher activity	

Observations			
[ ]	Instruction is developmentally appropriate	[ ]	Learning outcomes and goals are clearly communicated
[ ]	Content is accurate and appropriate	[ ]	Teacher provides students with positive, timely and responsive feedback
[ ]	Active teaching and learning are visible	[ ]	Instruction and activities are accessible and stimulating
[ ]	Instructional time is used effectively	[ ]	Classroom environment is safe and conducive to learning
[ ]	Teacher connects lessons to real life	[ ]	Questions are posed that promote higher order thinking
[ ]	Other	[ ]	Varied instructional tools and strategies reflect student's needs and learning objectives

Peer Observations	
Follow-Up	

_____   _____   _____

Peer or Lead Name   Signature   Date

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TEACHER EVALUATION
(TEACHER WITH INTERIM CERTIFICATION)

Teacher:		Evaluator's Name:	Darlene Sullivan
Date:		Evaluator's Position:	Principal
Teaching Assignment:			
Teacher's Professional Background and Experience:			

Reason for Teacher Evaluation	
Upon written request by the teacher.	
For purposes of gathering information related to specific employment decisions.	
For purposes of assessing growth of the teacher in specific areas of practice.	
When, on the basis of information received through supervision, the Principal has reason to believe that the teaching may not meet the Teaching Quality Standard.	
A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate.	✓

Observation 1 Date		Observation 2 Date	

CRITERIA AND STANDARDS USED
The evaluation focused on all the descriptors outlined in the Teaching Quality Standard as per the notice of evaluation. Those descriptors include:
1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Métis and Inuit
6. Adhering to Legal Frameworks and Policies

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SUMMARY OF PERFORMANCE COMPONENTS
Knowledge, Skills, and Attributes Related to Interim Certificate

Section 1. Fostering Effective Relationships
A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

Section 2. Engaging in Career-Long Learning
A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

Section 3. Demonstrating a Professional Body of Knowledge
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

Section 4. Establishing Inclusive Learning Environments
A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

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Section 5. **Applying Foundational Knowledge about First Nations, Métis and Inuit**
A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

Section 6. **Adhering to Legal Frameworks and Policies**
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.
Demonstrated Evidence:
☐ Teacher meets this competency ☐ Teacher does not meet this competency

SUMMARY OF EVALUATION
SUGGESTIONS FOR IMPROVEMENT / RECOMMENDATIONS

TEACHER COMMENTS (optional)

BLYTH ACADEMY – TEACHER EVALUATION | Page 3

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PERMANENT CERTIFICATION

	Recommendation (check appropriate box)	
	YES (meets the criteria for *Teacher Quality Standard*)	
	NO (does meets the criteria for *Teacher Quality Standard*)	

I certify that I have:
(The teacher's signature simply indicates that the appraisal has been read and discussed)

- Been apprised in advance of the purpose, process, criteria, and timeline used in the development of this report
- Been given a copy of the report
- Been given the opportunity to discuss its content
- Been advised that it is my right to respond to the report in writing
- Received a copy of *Blyth Academy's Teacher Supervision, Observation and Evaluation Policy*
- Received a copy of the Teaching Quality Standard for Alberta

_____   _____
Teacher Signature   Date

_____   _____
Evaluator Signature   Date

Blyth ACADEMY

**TEACHER
PERFORMANCE APPRAISAL CHECKLIST**

Teacher:	
Date:	
Teaching Assignment:	

☐ Self Evaluation submitted.

☐ Individual Professional Growth Plan submitted.

☐ Course Outlines/Long-term Plans submitted.

☐ Lesson plans for year to date.

☐ Sample of formative and summative assessments showing a variety of forms of evaluation (tests, posters, videos, labs, assignments, oral etc…) that **reflect the Alberta curriculum standards.**

☐ Sample of or proof of differentiated planning.

☐ Records and tracking sheets or other forms of tracking of grades and behaviours as required.

☐ Parent communication logbook or file of email communications.

☐ Grade book electronic or otherwise.

☐ Samples of student work.

☐ Daily lesson planning sample

☐ Weekly schedule

☐ Assessment and Evaluation plan

☐ Student accommodations sample

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Blyth ACADEMY

TEACHER SELF-ASSESSMENT

Teacher:	Grade(s) Taught:
Date:	Subject(s) Taught:

Please refer to the provided "Teacher Quality Standard" rubric to help you complete your Self-Assessment.

Section 1. Fostering Effective Relationships
A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) acting consistently with fairness, respect and integrity;				
(b) demonstrating empathy and a genuine caring for others;				
(c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;				
(d) inviting First Nations, Métis & Inuit parents/guardians, Elders/knowledge keepers, cultural advisors & local community members into the school & classroom;				
(e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and				
(f) honouring cultural diversity and promoting intercultural understanding.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

Section 2. Engaging in Career-Long Learning
A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) collaborating with other teachers to build personal and collective professional capacities and expertise;				
(b) actively seeking out feedback to enhance teaching practice;				
(c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;				
(d) seeking, critically reviewing and applying educational research to improve practice;				
(e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and				
(f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

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Section 3. **Demonstrating a Professional Body of Knowledge**				
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) planning and designing learning activities that:				
• address the learning outcomes outlined in program study;				
• reflect short, medium and long range planning;				
• incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;				
• ensure that all students continuously develop skills in literacy and numeracy; • communicate high expectations for all students;				
• foster student understanding of the link between the activity and the intended learning outcomes;				
• consider relevant local, provincial, national & international contexts & issues;				
• are varied, engaging and relevant to students;				
• build student capacity for collaboration;				
• incorporate digital technology and resources, as appropriate, to build student capacity for: - acquiring, applying and creating new knowledge; - communicating and collaborating with others, - critical-thinking; and - accessing, interpreting and evaluating information from diverse sources;				
• consider student variables, including: - demographics, e.g. age, gender, ethnicity, religion; - social and economic factors; - maturity; - relationships amongst students; - prior knowledge and learning; - cultural and linguistic background; - second language learning; - health and well-being; emotional and mental health; and				

	Unsatisfactory	Developing	Accomplished	Exemplary
• physical, social and cognitive ability;				
(b) using instructional strategies to engage students in meaningful learning activities, based on:				
• specialized knowledge of the subject areas they teach;				
• an understanding of students' backgrounds, prior knowledge and experiences;				
• a knowledge of how students develop as learners;				
(c) applying student assessment and evaluation practices that:				
• accurately reflect the learner outcomes within the programs of study;				
• generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;				
• provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;				
• provide accurate, constructive and timely feedback on student learning; and				
• support the use of reasoned judgment about the evidence used to determine and report the level of student learning.				

Evidence and comments:
  •

Areas for growth and suggestions for improvement:
  •

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(b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;				
(c) communicating a philosophy of education affirming that every student can learn and be successful;				
(d) being aware of and facilitating responses to the emotional and mental health needs of students;				
(e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;				
(f) employing classroom management strategies that promote positive, engaging learning environments;				
(g) incorporating students' personal and cultural strengths into teaching and learning; and				
(h) providing opportunities for student leadership.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

Section 5. Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) understanding the historical, social, economic, and political implications of: • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy;				
(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;				
(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and				
(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

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Section 6. **Adhering to Legal Frameworks and Policies**				
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;				
b) engaging in practices consistent with policies and procedures established by the school authority; and				
c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.				

Evidence and comments:
-

Areas for growth and suggestions for improvement:
-

Teacher's Comments (optional):

_____

_____

_____

_____

_____

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