



POLICY HANDBOOK  
2020-2021





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## **1.0 Welcoming, Caring, Respectful and Safe Learning Environment**

### **1.01 – Vision**

To be a global leader in providing accessible, experiential, progressive learning experiences that prepare students for academic success at the primary, intermediate, secondary, and post-secondary education levels.

### **1.02 – Mission**

To have outstanding school leaders and educators facilitate the development of knowledge and character in our students through a caring, supportive, and culturally sensitive learning community that brings together international and local students in a harmonious, creative, supportive environment.

### **1.03 - Code of Conduct**

All students must understand and follow the school code of conduct as outlined below. Students that show themselves incapable of our trust and who are unable to behave in a responsible manner will face appropriate consequences and per the Harassment and Violent Behavior Policy.

Blyth Academy Qatar 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.

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.

#### **Procedures**

**The following procedures are intended to assure the wellbeing of students while attending Blyth Academy by setting out expectations and limits to be adhered to. If such limits are breached the following discipline procedure will occur. The process below may vary depending on the seriousness of the behaviour:**

1. Verbal discussion between student/teacher. Administration may be involved.
2. Administration is formally involved in investigation and discipline procedures.
3. Student and parents are called in and final verbal warning will be issued.
4. Students and parents are issued a written warning about student's behaviour which will be put on a student's permanent record.
5. The final decision regarding student conduct is placed with the Head of School. Expulsions will be discussed with Head Office in Toronto prior to a final decision being made.
6. All School personnel must record all incidents of bullying and/or unwanted behavior and the action taken for each incident. All incidents shall be recorded in a timely fashion, immediately when possible and documented in the following google drive folder; [https://drive.google.com/drive/folders/1a\\_Po-CXVJrttHNWwXMeB3bTSRt8wL\\_AV](https://drive.google.com/drive/folders/1a_Po-CXVJrttHNWwXMeB3bTSRt8wL_AV)

## 1.04 – Positive Learning Environment Policy

### **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.

### **Vision and Focus**

A 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 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 Vision Statement)

The Positive Learning Environment Policy reflects the key messages in our Vision statement and our Mission Statement:

- Blyth Academy provides accessible, experiential, progressive learning experiences
- development of knowledge and character in our students through a caring, supportive and culturally sensitive learning community
- brings together international and local students in a harmonious, creative, supportive environment

### **Blyth Academy Student Rights and Responsibilities:**

#### **Students have the right 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

#### **Students have the responsibility to:**

- 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 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.

### **Implementation**

Teachers establish and maintain a positive learning environment by ensuring a common understanding of the principles of *The Blyth Academy Standards of Behaviour: Respect, Civility, and Responsible Citizenship* – developed through extensive collaboration between members of the school community. They actively teach the principles through teachable moments, in and out of the classroom, as well as through discussions and activities in the classroom presented through delivery of our Health Curriculum. The particular focus for our Positive Learning Environment Policy are the learning outcomes related to:

**Wellness Choices** • *Students will make responsible and informed choices to maintain health and to promote safety for self and others.*

**Relationship Choices** • *Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.*

Program Rationale and Philosophy Health and Life Skills (K-9) /1 ©Alberta Learning, Alberta, Canada

### **Teacher interactions**

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 with “PAWSitivity Certificates”.
- 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).

## **1.05 - Anti-Bullying Policy**

### **Statement of Policy**

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.

### **Policy Aims**

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

We seek to achieve this by:

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

### **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 ostracising 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, text messages, instant messaging 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.

### **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/pfvb0050>

<https://open.alberta.ca/publications/pfvb0051>

<https://open.alberta.ca/publications/pfvb0047>

<https://open.alberta.ca/publications/cyberbullying-fact-sheet>

<https://open.alberta.ca/publications/fvb3952>

<https://abed.respectgroupinc.com/>

## ***1.06 - Behaviour Policy***

### **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.

### ***1.07 - Progressive Discipline Policy***

When students breach the Code of Conduct, consequences will be consistent with Blyth Academy's Progressive Discipline policy. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and builds on strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Blyth Academy will utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Early interventions (in no particular order) **may** include:

- Discussion with a teacher, member of the support staff, or Academic Director
- Attendance / performance/ behaviour contracts
- Time Out
- Reflection Sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school/evening activities
- Peer mediation
- Individual or group counseling

- Assessment
- Detention
- Restitution for damage or stolen property
- Community service
- Restorative justice practices

### **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 aggression and harassment and intimidation of peers or staff members
- Willful destruction of school property; vandalism causing damage to school property;
- Use of profane or improper language;
- 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; and
- 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 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; and
- Bullying if,
  - the pupil has previously been suspended/or grounded for engaging in bullying, and
  - 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.

### **Progressive Discipline Procedures**

These Discipline Procedures have 3 stages and in each stage a student is given 3 warnings before a corrective action is taken. 9 warnings in total before a suspension/detention are given. Based on the student and behaviour context, corrective action can be fast tracked. Restorative work is offered throughout the policy. These warnings are communicated to each teacher in their academic division via MS Teams; once a student reaches 3 warnings (in that stage), action will be taken by the Teacher, Divisional Lead, Guidance Counselor, Deputy Head and/or Head of School. Each Junior High (JH) & Senior High (SH) student will be allowed 3 warnings per week to change their behaviour. Each week starts off new or continues down the stages if behaviour isn't changed.

All JH & SH students will be treated equally with Blyth Academy's Behaviour Policy while honoring their individual context when behaviour contracts are written up.

*THE GOAL IS TO SUPPORT BEHAVIOUR CHANGE VERSUS MOVING DOWN THE STAGES – TEACHERS WILL HELP MOTIVATE & INFORM STUDENTS IN A PROACTIVE WAY ON HOW THEY MIGHT STOP THEIR BEHAVIOUR – ASK THEM ABOUT THEIR BEHAVIOUR CONTRACT IF THEY GET TO THAT STAGE*

Examples of warning behaviours:

- Talking (unreasonably/disrespectfully)
- Disruption
- Defiance
- Power Struggle
- Bullying
- Disrespect

### **Stage 1 – Email Home**

If a student receives 3 warnings in one week documented by a Teacher on the Teams Channel, an email will be sent home by the Teacher or Divisional Lead.

- **1<sup>st</sup> offense** (disruptive, disrespectful) - Warning 1 is communicated on the Teams Channel (during class or right after) – 'Student name' warning 1 disrespectful.
- **2<sup>nd</sup> offense** – Warning 2 is communicated on the Teams Channel ('Student name' warning 2 over talking repeatedly)
- **3<sup>rd</sup> offense** – Warning 3 is communicated on the Teams Channel ('Students name' 3<sup>rd</sup> time – An email will be sent home with the details.

### **Stage 2 – Behavioral Contract**

If a student receives 3 warnings in a week during this stage, then the last teacher giving the 3<sup>rd</sup> warning will send the student to the Deputy Head or Head of School. Either the Deputy Head, Head of School,

Counsellor, or Divisional Lead will call parents and arrange a meeting and a behaviour contract will be created with the student. Teachers will be included in this behaviour contract via email.

- **1<sup>st</sup> offense** (disruptive, disrespectful) - Warning 1 is communicated on the Teams Channel (during class or right after) – ‘Students name’ warning 1 disrespectful
- **2<sup>nd</sup> offense** – Warning 2 is communicated on the Teams Channel (‘Students name’ warning 2 over talking repeatedly)
- **3<sup>rd</sup> offense** – Warning 3 is communicated on Teams Channel (‘Students name’ 3<sup>rd</sup> time – please go see the Teacher, Deputy Head or Head of School) – School will call in parents for a meeting and create a behaviour contract with the Deputy Head or Guidance Counsellor.

### **Stage 3 – Detention/Suspension**

If a student receives 3 warnings in a week during this stage, then the last teacher giving the 3<sup>rd</sup> warning will send the student to the Head of School. From there, the Head of School, the teacher, and or the Guidance Counselor will review the behaviour contract with the student, involve parents and make a decision regarding detention/suspension and or restorative work.

- **1<sup>st</sup> offense** (disruptive, disrespectful) - Warning 1 is communicated on the Teams Channel (during class or right after) – ‘Students name’ warning 1 disrespectful – GIVE SERIOUS WARNING
- **2<sup>nd</sup> offense** – Warning 2 is communicated on the Teams Channel (‘Student name’ warning 2 over talking repeatedly) - GIVE SERIOUS WARNING
- **3<sup>rd</sup> offense** – Warning 3 is communicated on the Teams Channel (‘Student’s name’ 3<sup>rd</sup> time – referral to Deputy Head or Head of School) – School will call in parents for a meeting and decide on suspension and or restorative work.

## ***1.08 - Harassment and Violence Policy***

### **Purpose of the Policy**

Blyth Academy is committed to providing a safe learning, living, and working environment for its students, faculty, 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 CNAQ, administered by or associated with Blyth Academy, or in its programs, whether by students, faculty, staff, 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 or expulsion.

### **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.

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 counseling offices.

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.:

- Faculty misconduct: The Head of School & Director of the Division can provide advice, guidance and assistance if a faculty member is suspected of engaging in inappropriate behavior.
- Employee / Contract Worker / Service Provider misconduct: The Head of School & Director of the Division 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 & Director of the Division 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 to support their needs for resolution.

### **Responsibility**

The BLYTH ACADEMY Head of School is responsible for the implementation of this policy.

Date: August 2019

Academic Leaders: staff: Head of School

## ***1.09 – Privacy Policy***

### **Accountability**

Blyth Academy is responsible for the personal information under its control and the Principal at each campus is accountable for Blyth Academy's compliance with The Personal Information Protection and Electronic Documents Act (PIPEDA).

### **Identifying Purpose**

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 parents to whom the personal information relates prior to using such personal information.

### **Blyth Academy – School Privacy Policy**

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

- 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 the Principal and Guidance Counselor in planning the courses offered in the school calendar.

- To assist the campus staff in communication with students and parents and for communicating information to The Ministry of Education, Statistic Canada and The Ministry of Colleges and Universities as per the mandate of any school operating in the Province of Ontario.
- Blyth Academy does not collect and use personal information about students and parents for the following purposes:
  - to sell student and parent lists to third party agencies.
  - 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**

Each campus of Blyth Academy will comply with:

- (i) PIPEDA
- (ii) Other acts which protect personal information and privacy, such as the Education Act
- (iii) Any future provincial 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:

1. 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.
2. Establishing procedures to receive and respond to complaints and inquiries in connection with the collection, use and disclosure of personal information by Blyth Academy.

### **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.

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**

Principals at each campus will inform students and parents 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.

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 the Ontario Ministry of Education. When students and/or parent's 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 Principal. 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 procedure

### **Email Privacy**

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

## ***1.10 - Cell Phone Policy***

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

The following procedure will occur if a student chooses to bring their phone to school;

- Upon arrival any student with a cell phone will check it in at the Reception Desk. It can be picked up at the end of the day. Cell phones will be secured during the day.

### **Consequences:**

- **First infraction:**
  - The student's cell phone will be confiscated and secured with the Receptionist for pick up by the student at the end of the day.
- **Second infraction:**
  - The student's cell phone will be confiscated and secured with the Receptionist. It will be the parent's responsibility to pick up the cell phone at the end of day.
- **Third and/or repeated infraction(s):**
  - 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.

## ***1.11 - Computer/Technology Use Policy***

Computers are used by students and staff for educational purposes, to facilitate 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. 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.
2. School computers will be used by students under supervision of a staff member.

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

### ***1.12 - Safe Arrival/Departure Policy***

#### **Background**

Blyth Academy believes that students' safety is paramount.

#### **Procedures for Attendance**

1. For grades JK-8 teachers will have attendance completed by 7:45 am in PowerSchool.
2. Reception will be informed regarding student absences.
3. Parents have been 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.
4. 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 Leaving Campus**

1. Once students are on campus, they will not be permitted to leave school property.
2. Students wishing to leave MUST have permission from their parent, students will not be released to siblings without permission from the parent.
3. Students will visit reception where they will get a permission slip to leave, this slip is to be presented to the security guard at the gate at which time they will be permitted to leave school.
4. 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.

### ***1.13 – Inclusive Learning Policy***

"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. To support children and students in attaining the goals as stated in the Ministerial Order on Student Learning, school authorities must ensure that all children and students (Kindergarten to Grade 12), regardless of race, religious belief,

colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, or any other factor(s), have access to meaningful and relevant learning experiences that include appropriate instructional supports.” (© 2021 Government of Alberta)

Blyth Academy uses the “Principles of Inclusive Education” (© 2021 Government of Alberta) as a guiding document for the development and revision of our Inclusive Learning Policy. We strive to provide meaningful education to all students accepted to Blyth Academy. We recognize that not all students learn the same way and particular adjustments to environment, learning resources, and instructional delivery are paramount to individual success for our students.

Blyth Academy agrees with Alberta Education’s statement, “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.” With that, there are many variables that can impact the social/emotional, academic, and behavior development for students.

Blyth Academy uses Alberta Education recommended assessment tools and procedures to determine student accommodations required to support the learning and development of students who may need extra support. 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.

### **Available Learning Supports**

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 100% extra-time on provincial and diploma assessments
  - Generally, 100% is given for in-class assessments
  - Exams may need to be re-scheduled if they exceed 6.5 hours / day
  - Extra-time on assessments is discussed with the student’s individual needs in the forefront.
- Private writing location (no external approval required)
- Scribe, Word Processor, Speech Recognition Software
- Enlarged print or Braille papers
- 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 families.
- **High expectations for all learners** – Creating a culture of high expectations begins with an accessible curriculum and 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.
- **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.

<https://www.alberta.ca/inclusive-education.aspx#toc-0>

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## 2.0 General School Policies

### 2.01- Uniform Policy

Blyth Academy respects rich cultural diversity that all students should arrive at school in school uniform. 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.

Students at Blyth Academy are required to wear their school uniform each day.

Students are expected to wear the correct school uniform, which consists of the following, at all times:

- Black or pin striped pants or Bermuda shorts
- Black skirt or skort
- Blyth polo or Blyth dress shirt
- Blyth navy sweater
- Navy blue fleece (**with no hood**)
- Closed toe shoes (i.e. trainers or athletic shoes)
- Sandals, slippers, crocs, or flip flops are not permitted

**Excuses:** NO EXCUSES accepted.

#### Consequences

1. **First infraction:** An email is sent to parents by administration
2. **Second Infraction:** Student must call home to bring proper uniform to school. If parents are unable to do so, the student will not be permitted to attend class. The student will sit in either the Guidance Counselor's office or one of the administration offices.
3. **Third Infraction:** Parents are contacted **IMMEDIATELY**, and the student is not permitted into school for the day.

#### Grades JK-4

Students are permitted to wear any combination of the uniform in class. Both the PE and classroom uniform are acceptable.

#### Grades 5-12

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

#### Physical Education

- Blyth PE t-shirt
- Blyth PE shorts or Blyth track pants
- **Blyth only** ladies' black leggings
- Athletic shoes

#### 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.

**Please put your child's name on all pieces of their uniform.**

Uniform items must be clean and in good repair. Those students who show up to school without proper uniform will be sent home for the day.

### **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.

Students who are not in school uniform must report to a school administrator for a note to be admitted to class. Most often students will be removed from class until such time as they are in proper school dress. The student will be required to call home to have someone bring the school uniform to school.

## **2.02- Student Awards Policy**

Rational: Blyth believes students should be recognized for their achievements. BLYTH ACADEMY policy will be a living document and revised as needed.

### **Awards**

- **Subject Awards:** are given to the student with the highest grade. These are awarded in all subjects that are taught for a minimum of 3 blocks per week.
- **Honour Society:** 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.
- **Improved Student Award:** The student who demonstrates an improvement in academic standing and attitude towards their learning. This award is selected by the teacher and is limited to 1 student per class. This award may not be awarded annually and is awarded only when a suitable candidate is identified.
- **House Champions:** Is awarded to the House with the highest point total as of June 1 of each school year.

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

## **2.03- Staff Dispute Resolution Policy**

Rationale: While rare, there are times when staff members may have professional disagreements. Blyth Academy suggests the following 3 step procedure be followed to resolve professional disputes.

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 Qatar staff. Disputes of a personal nature may 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 Blyth Head Office.

## **2.04– Student Attendance Policy**

### **Purpose**

Success in school is directly related to school attendance. At Blyth Academy we feel that it is critical for students to be in attendance whenever possible, and that absences from school occur for valid reasons only. The following procedures will be followed.

### **Procedure**

1. Teachers take accurate attendance each period in middle and secondary school and upon arrival the morning in primary and elementary school. Attendance is completed in Power School.
2. Attendance is reported to reception by 7:45 am each morning.
3. Students are to be counselled by teachers and/or guidance counsellor upon first and second occurrences of unexcused absence issues.

### **JK-6**

In grades JK-6 should a student be absent 3 days without a valid reason, teachers will contact parents. If this number reaches 5 days of unexcused absences the names are passed onto school administration. Parents will be called to the school for a meeting to discuss attendance.

### **7-12**

When a student reaches 3 unexcused absences in any subject, **teachers will contact parents**. If the student reaches 5 periods (in any given subject), of unexcused absences the name is sent to school administration. Administrators 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 may have to repeat the academic year.

In grades 10-12 should a student accrue 15 periods (in any given subject), of unexcused absences the student will be removed from the course providing: the student has been counselled, parents have been contacted and have attended meeting(s) with administration and guidance and a clear expectation regarding attendance has been established and breeched. If parents are unable to attend a meeting the school will proceed with the attendance contract and necessary actions will be enforced.

### **Note**

All absences are considered explained but unexcused except for illness documented with a doctor's note, bereavement or issues discussed with school administration. Additional holidays, travel or other personal reasons are considered unexcused.

### **Procedure for Student's Arriving Late**

1. Students arriving late are to check in at the Reception Desk with the Receptionist before going to class.
2. The Receptionist will send an email to parents and the teacher, indicating that the student has arrived late.
3. Teachers must record student as "Late" in PowerSchool.
4. The Receptionist will verify that student has been recorded as late in PowerSchool.

### **Chronic Late Arrivals**

1. After 3 late arrivals to class, the teacher will email parents to inform them.
2. After 5 late arrivals to class, the teacher will arrange a meeting with parents to discuss.

## 2.05 - Integration of Qatari Students Policy

Blyth Academy ensures that Qatari students are integrated into the school, and that the Qatari culture and traditions are promoted in the following ways:

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 (Thob) 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 classrooms (Arabic and Islamic Studies), on the second floor.
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 Field Trips:
    - 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
    - CNA-Q Culture Day
    - Numerous in class cross curricular Social Studies activities comparing Canada to Qatar
    - 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:
    - International Elder's Day for Qatari Traditional Dance
    - Hadeeth competition
  - Sports:
    - Billiards class at CNA-Q
    - Sports Day in recognition of Qatar national Sport Day
    - Soccer and Team Handball are promoted, taught and played during PE (K-12)

- Free coupons/tickets are distributed for students/families to attend professional soccer games and tennis
  - The sports Challenge Event
  - Healthy Living Posters
  - Science
    - Qatar Foundation National Scientific Research Competition
    - Science projects
    - Qatar National Robotic Olympiad (CNA-Q)
  - Arts
    - Irsim (Qatar Museum) Colors event
    - Qatar national Day artwork
    - Emir family tree artwork
    - Qatar local environment artwork (cityscape, desert, etc.)
    - Art competition (Grades 2-6 and Grades 7-12)
    - Celebration of Art @ CNA-Q
      - Qatar culture student artwork display
    - Developing student's artwork relating to Qatar culture
    - Al Ashghal (crafts) volunteering program: ongoing
    - MIA Ambassador Program for Grades 10-12: ongoing
    - Georgetown workshops for Grades 10-12
    - 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)
  - QCS Career Fair
  - Attend Celebration of Peace, Winter Concert & National Day assemblies
  - School Advisory Council (SAC) meetings throughout the year
8. Blyth Academy Qatar 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

## 2.06 – Admission Policy

Admissions to Blyth Academy requires that each student demonstrate academic and behavioral readiness through the following application process:

### **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](http://www.blythacademyqatar.com). We respond to all applications within 24 hours (1 working day), using the email address provided with the application: [admissions@blythacademyqatar.com](mailto:admissions@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 working days.**

### **Procedure #2: Required Documents**

For additional information, please feel free to contact our Admissions Officer at [admissions@blythacademyqatar.com](mailto: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.
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:
  - Math
  - Reading
  - Writing
  - 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.

**Procedure #4: Acceptance**

Acceptance of Student Placement:

- 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](mailto:admissions@blythacademyqatar.com)**

**Website: [www.blythacademyqatar.com](http://www.blythacademyqatar.com)**

## ***2.07 - Fund Raising Policy***

Blyth Academy Qatar believes that citizens with means have a moral and social responsibility to support people in need. The only fund raising that will occur at Blyth Academy Qatar, 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.

**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.

## 3.0 Academic Policies

### *3.01– Academic Integrity*

Blyth Academy Academic Integrity Policy revolves around the fundamental values of honesty, trust, fairness, respect and responsibility (<http://www.academicintegrity.org>). The 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

#### **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 own, 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
- 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. Opportunity to redo the work at the teacher's discretion
2. Opportunity to add the appropriate documentation that is missing
3. 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

Canmore Collegiate Policy, 2010  
Alberta Education (education.alberta.ca)  
CAST – Universal Design for Learning  
Alberta Learning (learnalberta.ca)

Alberta Guide to Education  
Alberta Assessment Consortium

### ***3.02 - Student Assessment and Evaluation Policy***

Blyth Academy will follow assessment and evaluation procedures 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:
  - a) Conversations: 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.
  - b) Observations: 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.
  - c) Products: 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....

#### **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.

### Late Work

1. Students are required to submit work according to the agreed upon deadlines. Student 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:
  - Discussion with student encouraging submission and possible consequences
  - Contact with parents has been made
  - Alternate deadlines have been considered
  - 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.

### 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 to 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 (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) electronic calendar. **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.

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).

### **Absenteeism from Assessments**

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.**

### **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.

Student achievement is confidential and is NOT to be shared with others without the consent of the student. Marks are not posted.

### **Assessment of Student Work**

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

1. Enhance instruction to students
2. Assures that the education system is meeting the needs of students
3. Achieve the outcomes of the Ministerial Order on Student Learning, where students develop 21<sup>st</sup> century cross-curricular competencies and are able to:
  - Know how to learn
  - Think critically
  - Identify and solve complex problems
  - Manage information
  - Innovate
  - Create opportunities
  - Apply multiple literacies
  - Demonstrate global thinking
  - Demonstrate good communication skills and the ability to work cooperatively with others
  - Identify and apply career and life skills

### **3.03 - Teacher Growth, Supervision and Evaluation Policy**

#### **Purpose of Supervision, Observation and Evaluation**

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*.

#### **Beliefs Regarding Effective Supervision, Observation and Evaluation**

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.
- 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.

#### **Teacher Performance 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

\*Please refer to Appendix 2 for specific descriptors of these major components

#### **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 new 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
  - Engaging in the development of curriculum related projects that will enhance abilities to meet the learning needs of their students
  - Engaging in a program of student assessment to gain a better understanding of assessment strategies
  - Working in collaboration with teaching staff and/or the School Council to improve student achievement
  - 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 Principal and/or Vice Principal 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 Principal or Vice Principal 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 34). All **extended observations** are followed by a post-observation conference (usually 15-20 minutes in length). The post-observation conference may result in the Principal 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 three (3) 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
- 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

### **3.04 - Arabic/Islamic/Qatar History Policy**

#### **Background**

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.

#### **Procedure**

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.

### ***3.05 - Blyth Exam Exemption Policy***

#### **Background**

Blyth Academy believes that students require motivation and encouragement from time to time and should be rewarded for consistent effort and achievement. Further, final examinations may not be the best form of final evaluation and teachers are in the best position to determine what form final evaluations should take.

#### **Procedure**

Students in grades 7-9 may earn June exam exemptions (exclusion of Provincial Achievement Tests) providing they meet the following conditions:

1. They achieve a grade of 80% in grades 8 and 9 and have a level 4 in grade 7.
2. They have fewer than 10 days' absence in the class.
3. They have demonstrated good behavior.
4. The teacher grants the exemption. IF in the opinion of the teacher the student would benefit from writing the exam the teacher's decision is final.
5. Student who are granted an exemption and wish to write the final exam may do so without penalty.
6. Students who are granted an exemption will be required to complete a culminating project on or near the end of the year.

## 4.0 Appendices

### *4.01 - Appendix 1 – Alberta Education Teaching Quality Standard*



## Teaching Quality Standard

# Teaching Quality Standard

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### 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.

## 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:

## 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.

## 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;
- (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.

## 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.

## 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.

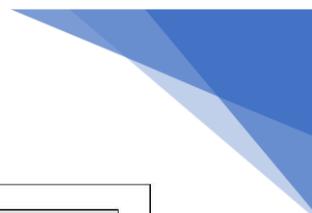
4.02 - Appendix 2 – Teacher Growth, Supervision and Evaluation Policy Forms

		<b>EXTERNAL TEACHER OBSERVATION</b> <small>(Based on the Alberta Teaching Quality Standards)</small>		
Teacher		Grade(s) Taught:		
Date		Subject(s) Taught:		
Observation 1 of 3 2 of 3 3 of 3				
<b>Section 1. Fostering Effective Relationships</b> A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.				
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:		Meets Standard	Does not meet Standard	Not Observed
(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.				
Areas of strength:				
Areas for growth and suggestions for improvement:				

<b>Section 2. Engaging in Career-Long Learning</b> A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.				
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:		Meets Standard	Does not meet Standard	Not Observed
(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.				
Areas of strength:				
Areas for growth and suggestions for improvement:				







<b>Section 6. Adhering to Legal Frameworks and Policies</b>			
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.			
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> 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.			
<b>Areas of strength:</b>			
<b>Areas for growth and suggestions for improvement:</b>			

I have read and discussed the contents of this evaluation with the evaluator.	
_____	_____
<b>Teacher's Signature</b>	<b>Date (M/D/Y)</b>
_____	_____
<b>Evaluator's Signature</b>	<b>Date (M/D/Y)</b>
<b>Teacher's Comments (optional):</b>	
_____	
_____	
_____	
_____	
_____	



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

Annual Professional Growth Plan for 2020/2021		
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?*



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

<b>Description of student activity</b>	
<b>Description of teacher activity</b>	

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

<b>Evaluation Summary</b>	
<b>Follow-Up</b>	



**TEACHER  
EVALUATION**  
(TEACHER WITH INTERIM CERTIFICATION)

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

<b>Reason for Teacher Evaluation</b>	
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 <i>Teaching Quality Standard</i>	
A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate	

<b>Observation 1 Date</b>	<b>Observation 2 Date</b>	<b>Observation 3 Date</b>

**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



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

<p><b>Section 1. Fostering Effective Relationships</b></p> <p>A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.</p> <p>Demonstrated Evidence:</p>
<p><input type="checkbox"/> Teacher meets this competency</p> <p><input type="checkbox"/> Teacher does not meet this competency</p>
<p><b>Section 2. Engaging in Career-Long Learning</b></p> <p>A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.</p> <p>Demonstrated Evidence:</p>
<p><input type="checkbox"/> Teacher meets this competency</p> <p><input type="checkbox"/> Teacher does not meet this competency</p>
<p><b>Section 3. Demonstrating a Professional Body of Knowledge</b></p> <p>A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.</p> <p>Demonstrated Evidence:</p>
<p><input type="checkbox"/> Teacher meets this competency</p> <p><input type="checkbox"/> Teacher does not meet this competency</p>
<p><b>Section 4. Establishing Inclusive Learning Environments</b></p> <p>A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.</p> <p>Demonstrated Evidence:</p>
<p><input type="checkbox"/> Teacher meets this competency</p> <p><input type="checkbox"/> Teacher does not meet this competency</p>



<p><b>Section 5. Applying Foundational Knowledge about First Nations, Métis and Inuit</b>                  A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>
<p>Demonstrated Evidence:</p>
<p> <input type="checkbox"/> Teacher meets this competency  <input type="checkbox"/> Teacher does not meet this competency                 </p>

<p><b>Section 6. Adhering to Legal Frameworks and Policies</b>                  A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.</p>
<p>Demonstrated Evidence:</p>
<p> <input type="checkbox"/> Teacher meets this competency  <input type="checkbox"/> Teacher does not meet this competency                 </p>

<b>SUMMARY OF EVALUATION</b>
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<b>SUGGESTIONS FOR IMPROVEMENT / RECOMMENDATIONS</b>
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<b>TEACHER COMMENTS (optional)</b>
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**PERMANENT CERTIFICATION**

<b>Recommendation</b> (check appropriate box)	
<input type="checkbox"/>	YES (meets the criteria for <i>Teacher Quality Standard</i> )
<input type="checkbox"/>	NO (does not meet the criteria for <i>Teacher Quality Standard</i> )

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



## TEACHER PERFORMANCE APPRAISAL CHECKLIST

<b>Teacher:</b>	
<b>Date:</b>	
<b>Teaching Assignment:</b>	

- 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



**TEACHER SELF ASSESSMENT**  
(Based on the Alberta Teaching Quality Standards)

<b>Name</b>	<b>Grade(s) Taught:</b>
<b>Date</b>	<b>Subject(s) Taught:</b>

**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.

<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
(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.			

**Areas of strength:**

**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.

<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
(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.			

**Areas of strength:**

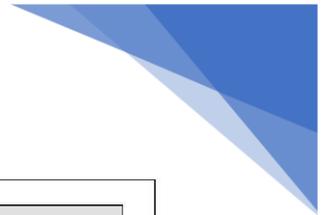
**Areas for growth and suggestions for improvement:**





<b>Section 4. Establishing Inclusive Learning Environments</b>			
A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.			
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
(a) fostering in the school community equality and respect with regard to rights as provided for in the <i>Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms</i> ;			
(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.			
<b>Areas of strength:</b>			
<b>Areas for growth and suggestions for improvement:</b>			

<b>Section 5. Applying Foundational Knowledge about First Nations, Métis and Inuit</b>			
A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.			
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
(a) understanding the historical, social, economic, and political implications of: <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations;</li> <li>• legislation and agreements negotiated with Métis; and</li> <li>• residential schools and their legacy;</li> </ul>			
(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.			
<b>Areas of strength:</b>			
<b>Areas for growth and suggestions for improvement:</b>			



<b>Section 6. Adhering to Legal Frameworks and Policies</b>			
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.			
<b>Descriptors</b> Achievement of this competency is demonstrated by indicators such as:	<b>Meets Standard</b>	<b>Does not meet Standard</b>	<b>Not Observed</b>
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <i>School Act</i> 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.			
<b>Areas of strength:</b>			
<b>Areas for growth and suggestions for improvement:</b>			
<b>Teacher's Comments (optional):</b>			
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