

SCHOOL POLICIES
HANDBOOK 2021-2022

(Last Updated December 2021)

Blyth Academy School Policies Handbook 2021-2022

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Table of Contents

1.0	<i>Vision, Mission and Code of Conduct</i>	4
1.01	– <i>Vision</i>	4
1.02	– <i>Mission</i>	4
1.03	– <i>Core Values</i>	4
1.04	– <i>Code of Conduct</i>	4
2.0	<i>Welcoming, Caring, Respectful and Safe Learning Environment</i>	6
2.01	– <i>Positive Learning Environment Policy</i>	6
2.02	– <i>Anti-Bullying Policy</i>	7
2.03	– <i>Behaviour Policy</i>	8
2.04	– <i>Progressive Discipline Policy</i>	9
2.05	– <i>Harassment and Violence Policy</i>	12
2.06	– <i>Confidentiality & Privacy Policy</i>	13
2.07	– <i>Parent/Teacher Conflict Resolution Policy</i>	17
2.08	– <i>Cell Phone Policy</i>	18
2.09	– <i>Technology Use Policy</i>	19
2.10	– <i>Safe Arrival/Departure Policy</i>	19
2.11	– <i>Inclusive Learning Policy</i>	21
3.0	<i>General School Policies</i>	24
3.01	– <i>Uniform Policy</i>	24
3.02	– <i>Student Awards Policy</i>	25
3.03	– <i>Staff Dispute Resolution Policy</i>	26
3.04	– <i>Student Attendance Policy</i>	26
3.05	– <i>Integration of Qatari Students Policy</i>	28
3.06	– <i>Admissions Policy</i>	30
3.07	– <i>Tuition Discount Policy</i>	32
3.08	– <i>Fund Raising Policy</i>	33
4.0	<i>Academic Policies</i>	34
4.01	– <i>Academic Integrity</i>	34
4.02	– <i>Student Assessment and Evaluation Policy</i>	35
4.03	– <i>Teacher Growth, Supervision and Evaluation Policy</i>	40
4.04	– <i>Arabic/Islamic/Qatar History Policy</i>	42
5.0	<i>Appendices</i>	44
5.01	– <i>Appendix 1 – Alberta Education Teaching Quality Standard</i>	44
5.02	– <i>Appendix 2 – Teacher Growth, Supervision and Evaluation Policy Forms</i>	51



1.0 Vision, Mission and Code of Conduct

1.01 – Vision

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

1.02 – Mission

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

1.03 – Core Values

Inclusive

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

Adaptable

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

Holistically Healthy

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

Respectful

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

Global Community

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

Positive

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

1.04 - Code of Conduct

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

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

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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 Student Rights and Responsibilities

Students have the right to:	Students have the responsibility to:
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Show courtesy and respect to others.• Keep our environment safe, secure and clean.• Ensure that there is no disruption to another person’s learning environment.• Develop their potential and assist others in doing the same.• Respect student, staff and school property.• Ensure their actions do not discredit the school community.

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

2.0 Welcoming, Caring, Respectful and Safe Learning Environment

2.01– Positive Learning Environment Policy

Purpose

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

Policy Statement

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

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

Procedures

All members of the school community must:

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

Teachers adopt a proactive approach to managing the behaviour of students in their classroom. They aim to quickly establish and maintain a safe and supportive learning environment. To this end, they employ a range of strategies, including

- Establishing a clear expectation about behaviour.
- Reinforcing the rights and responsibilities of teachers and students.
- Recognizing positive behaviour informally and formally through various means (verbally, weekly PAWsitive Praise emails; PAWsitive certificates; assemblies; etc.).
- Ensuring the learning program is appropriate to students' stage of development.
- Modelling punctuality and respect.
- Using proactive classroom management strategies (for example: use of proximity to provide a low key response to inappropriate behaviour).

2.02- Anti-Bullying Policy

Purpose

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

Policy Statement

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

What is Bullying?

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

Bullying may involve:

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

What is not Bullying?

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

Procedures

We seek to achieve our policy statement:

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

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

Websites related to Bullying which may provide useful information for parents and students:

<https://www.alberta.ca/bullying-prevention-for-educators.aspx>

<https://www.prevnet.ca/>

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

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

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

2.03- Behaviour Policy

Purpose

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

Policy Statement

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

Procedures

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 procedures 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 the Management Team 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 on MS Teams.

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;

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- 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.

2.04- Progressive Discipline Policy

Purpose

Through progressive discipline, Blyth Academy determines appropriate consequences and/or supports to help students improve their behaviour, while taking into account their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again.

Policy Statement

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, Guidance Counselor, or Academic Leadership Team Member (Deputy Head, Department Heads, Elementary School Lead)
- 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

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- Restitution for damage or stolen property
- Community service (Schoolwide)
- 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 or emotional aggression, harassment or intimidation of peers or staff members
- Willful destruction of school property; vandalism causing damage to school property
- Use of profane or improper language
- Racism
- Aid/incite harmful behaviour
- Physical assault or fighting
- Extortion
- Chronic absenteeism
- Defiance or non-participation in school activities
- Cheating/plagiarism
- Frequent non-compliance with uniform requirements
- Leaving grounds without permission
- Inappropriate use of electronic communications or media devices
- Cyber Bullying, inappropriate use of social media during school hours
- Any acts deemed unacceptable by school administration

Expulsion

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

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- Distribution of hate material
- Possession of explosive substance
- Any activity motivated by bias, prejudice or hate based on race, nationality, or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Bullying (including cyber-bullying) if:
 - 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

Procedures

The following Discipline Procedures (for Grades 7-12 students) 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, Guidance Counselor, Deputy Head and/or Head of School. Each Grade 7-12 student will be granted 3 warnings per week to change their behaviour. Each week starts off new or continues down the stages if the behaviour isn't changed.

All students will be treated equally with Blyth Academy's Behaviour Policy while honoring their individual context when behaviour contracts are created.

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 PowerSchool Gradebook, an email will be sent home by the Teacher, Department Head and/or the Deputy Head.

- **1st offense** (disruptive, disrespectful, etc.) - Warning 1 is communicated on PowerSchool Gradebook (during class or right after). For example: 'Student name' - Warning 1 - Disrespectful.
- **2nd offense** – Warning 2 is communicated on PowerSchool Gradebook. For example: 'Student name' - Warning 2 - Talking repeatedly.
- **3rd offense** – Warning 3 is communicated on PowerSchool Gradebook. For example: 'Student name' – 3rd Offense – An email will be sent home that day with the details. Student now moves to Stage 2 in the same week.

Stage 2 – Behavioral Contract

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

Guidance Counsellor will call parents and arrange a meeting and a behaviour contract will be created with the student. Behaviour contracts will be emailed to teachers.

- **1st offense** (disruptive, disrespectful) - Warning 1 is communicated on PowerSchool Gradebook (during class or right after). For example: 'Student name' - Warning 1 – Disrespectful.
- **2nd offense** – Warning 2 is communicated on PowerSchool Gradebook. For example: 'Student name' - Warning 2 - Talking repeatedly.
- **3rd offense** – Warning 3 is communicated on PowerSchool Gradebook. For example: 'Student name' - 3rd offense – Please go see the Teacher, Deputy Head or Head of School – School will request a parent meeting and create a behaviour contract with the Deputy Head or Guidance Counsellor.

Stage 3 – Detention/Suspension

If a student receives 3 warnings **in one week** during this stage, then the last teacher giving the 3rd 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, meet with parents and a decision regarding detention/suspension and or restorative work will be determined. At any point in time, the Deputy Head or Head of School can determine cause for suspension.

- **1st offense** (disruptive, disrespectful) - Warning 1 is communicated on PowerSchool Gradebook (during class or right after). For example: 'Student name' - Warning 1 – Disrespectful. – GIVE SERIOUS WARNING
- **2nd offense** – Warning 2 is communicated on PowerSchool Gradebook. For example: 'Student name' - Warning 2 - Talking repeatedly. - GIVE SERIOUS WARNING
- **3rd offense** – Warning 3 is communicated on PowerSchool Gradebook. For example: 'Student name' - 3rd offence – Referral to Deputy Head or Head of School – School will call in parents for a meeting and decide on suspension and or restorative work.

2.05 - Harassment and Violence Policy

Purpose

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

Policy Statement

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

Procedures

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

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

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

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

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

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

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

2.06 – Confidentiality & Privacy Policy

Purpose

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

Policy Statement

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

Procedures

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

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- To assist Blyth Academy in the collection of tuition, fees and other charges owing with respect to educational services provided by the school.
- To assist Administration and the Guidance Counselor in planning the courses offered in the school calendar.
- To assist staff in communication with students and parents
- To communicate information to The Ministry of Education and Higher Education or Alberta Education.
- Blyth Academy does not collect and use personal information about students and parents for the following purposes:
 - 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

Blyth Academy will comply with:

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

For the purposes of this policy, personal information means information about an identifiable individual who is, has been or has made application to be accepted as a student or the parent/guardian of a prospective, current or past student of Blyth Academy. The Canadian Standards Association Model Code for the protection of personal information is a national standard that was developed by the Canadian Standards Association. The Code is a central part of PIPEDA. The Code's ten privacy principles are identified in PIPEDA as follows:

- Accountability
- Identifying Purpose
- Consent
- Limiting Collection
- Limiting Use, Disclosure & Retention
- Accuracy
- Safeguards
- Openness
- Individual Access
- Challenging Compliance

Blyth Academy has implemented the following policies and procedures to give effect to these principles, including:

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

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Consent

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

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

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

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

The use of Blyth Academy's educational services will be considered consent to collect, use and disclose personal information for stated purposes. The students and parents' consent for the collection, use and disclosure of personal information is also obtained by Blyth Academy as follows:

- When students and parents complete the application and registration forms.
- When an invoice is sent to parents for services provided by Blyth Academy.

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

Limiting Collection

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

Limiting Use, Disclosure & Retention

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

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

Accuracy

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

Safeguards

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

Openness

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

Individual Access

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

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

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

Challenging Compliance

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

Email Privacy

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

2.07– Parent/Teacher Conflict Resolution Policy

Purpose

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

Policy Statement

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

Procedures

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

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

2.08 - Cell Phone Policy

Purpose

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

Policy Statement

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

Procedures

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

- Upon arrival, any student with a cell phone will check it in with Reception (in Administration Building). It can be picked up at the end of the day. Cell phones will be secured during the day. No infraction will be issued.

If students are caught with their phones on school property:

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

2.09 - Technology Use Policy

Purpose

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

Policy Statement

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

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

Procedures

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

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

2.10- Safe Arrival/Departure Policy

Purpose

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

Policy Statement

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

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Procedures

Procedures for Arrival During Covid-19

School gates will open at 7:00am, however, students are asked not to arrive until 7:15-7:20am. Please note, **security guards are not permitted to open gates prior to 7:00am for students. There is NO supervision on the school grounds until 7:00am.**

JK-6 students will enter through Gate 2. Grade 7-12 students will enter through Gate 3.

Upon arrival, students will have their temperature checked, ensure masks are covering mouth and nose, hands sanitized, and show Ehteraz health app (16 years & up) to Security.

Students will proceed directly to their classrooms in Block A (JK-6) or Block B (7-12).

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

Classes begin at 7:30am each day.

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

Procedures for Arrival During Regular School Hours

School gates will open at 6:30am, however, students are asked not to arrive until 7:15am-7:20am. The school doors are not unlocked until arrival of first staff member. Please note, **security guards are not permitted to open gates prior to 6:30am for students. There is NO supervision on the school grounds until 7:00am.**

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

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

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

Classes begin at 7:30am each day.

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

Procedures for Attendance

- For grades JK-9, teachers must have attendance completed by 7:45 am in PowerSchool.

Blyth Academy School Policies Handbook 2021-2022

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- Reception will be informed regarding student absences.
- Parents are requested to contact the school via **email** or telephone to inform the school of their child's absence. Reception will cross reference teacher lists and parent calls.
- Students who are marked 'Absent' and whose parents have not contacted the school will be contacted to confirm that parents are aware the child is not in attendance.

Procedures for Departure

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

Pick up times are:

<i>School Day</i>	<i>During Covid-19 Blended Learning</i>	<i>During Regular School Hours</i>
Sunday	Grades JK-6 2:10pm / 7-12 2:15pm	Grades JK-6 2:10pm / 7-12 2:15pm
Monday	Grades JK-6 2:10pm / 7-12 2:15pm	Grades JK-6 2:10pm / 7-12 2:15pm (3:15 for students in afterschool activities)
Tuesday	Grades JK-12 12:10pm	Grades JK-12 12:10pm
Wednesday	Grades JK-6 2:10pm / 7-12 2:15pm	Grades JK-6 2:10pm / 7-12 2:15pm (3:15 for students in afterschool activities)
Thursday	Grades JK-6 2:10pm / 7-12 2:15pm	Grades JK-6 2:10pm / 7-12 2:15pm

Late Student Pickups

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

Procedures for Early Dismissal

- Once students are on campus, **they will not be permitted to leave school property until the end of the school day.**
- Students wishing to leave **MUST** have written permission from their parent, students will not be released to siblings without permission from the parent. Parents must email administration (Head or Deputy Head of School) to grant any early dismissal of students.
- 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.
- If a student is on a class trip off campus, they will not be permitted to leave the group unless written permission from a parent is provided. Parents must email administration (Head or Deputy Head of School) to grant any leave from class trips.
- Student dismissal time and procedure may change on Exam Days.
- Permission will only be provided to leave campus for:
 - Scheduled appointments
 - Sickness
 - Family emergencies
 - During exam weeks

2.11– Inclusive Learning Policy

Purpose

It is important for schools to encourage and accept diversity and inclusion. "Alberta's education system is built on a values-based approach to accepting responsibility for all children and students. Inclusion is

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

Policy Statement

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

For some learners, the most responsive and flexible learning environment may include:

- instruction and support in a grade-level classroom with same-aged peers
- individualized instruction in smaller group settings
- a specialized classroom or setting
- one-on-one instruction
- a combination of all the above

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

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

Procedures

Available Learning Supports/Students with Accommodations or IPP's

The following is a list of available learning supports for in-class assessments (also available for provincial exams pending external approval):

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

Alberta Education's Principles of Inclusive Education

The following 6 principles are key to achieving Alberta's vision for an inclusive education system. These principles can guide and inform value-based and learner-centered decisions related to policies, practices and actions at every level of Alberta's education system.

- **Anticipate, value and support diversity and learner differences** – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their cultural diversity
- **High expectations for all learners** – Creating a culture of high expectations begins with a curriculum with meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
- **Understand learners' strengths and needs** – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
- **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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3.0 General School Policies

3.01- Uniform Policy

Purpose

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

Policy Statement

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

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

Procedures

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

Regular School Uniform consists of the following approved pieces:

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

Physical Education Uniform consists of the following approved pieces:

- Blyth blue PE t-shirt
- Blyth blue PE shorts or track pants
- Closed toe athletic shoes



Excuses: **NO EXCUSES** accepted.

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Consequences:

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

Grades JK-4

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

Grades 5-12

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

Changing for Physical Education

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

Head Coverings

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

3.02 - Student Awards Policy

Purpose

- Recognize and celebrate student achievement and success in a variety of curriculum areas.
- Use school awards to motivate students to achieve their best.
- Maintain and monitor a structured award process.
- Maintain the values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

Policy Statement

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

Procedures

Awards

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

- **House Champions:** Is awarded to the House with the highest point total as of June 1st of each school year.

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

3.03- Staff Dispute Resolution Policy

Purpose

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

Policy Statement

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

Procedures

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

While rare, problems, misunderstandings and frustrations may arise in the workplace. It is Blyth Academy's intent to be responsive to its employees and their concerns. Therefore, employees who is confronted with a problem or conflict may use the procedure described below to resolve or clarify their concerns.

1. Disputes of a personal nature should remain out of the school environment and not affect one's performance as a teacher or member of Blyth Academy staff. Disputes of a personal nature may 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.

3.04– Student Attendance Policy

Purpose

Blyth Academy recognizes the correlation between student attendance and student retention, achievement and success. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. 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.

Blyth Academy School Policies Handbook 2021-2022

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Policy Statement

It is the student's responsibility to attend classes and the teacher's responsibility to take and report student attendance. Students are expected to attend all classes and laboratory periods for which they are enrolled and for work missed during an absence for any cause.

Procedures

1. Teachers take accurate attendance each period in Junior High (7-9) and High School (10-12); and upon arrival in the morning in Primary (JK-3) and Elementary (4-6) School. Attendance is completed in PowerSchool for all grades.
2. Receptionist follows up on unexcused student absences each morning.
3. Students are to be counselled by teachers and/or guidance counsellor upon first and second occurrences of unexcused absence issues.

For student absence/sickness procedure, please see "Section 2.09 - Safe Arrival/Departure Policy".

Chronic Absenteeism

JK-6

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

7-12

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

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

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. This is 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.
- Yearly attendance records must be printed from PowerSchool and added to each students cumulative file at the end of each academic year.

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.

Sickness/Illness

Parents must provide a doctor's note to the school Receptionist. Email it directly to: info@blythacademyqatar.com. This note will be sent to the school nurse to keep on file.

3.05- Integration of Qatari Students Policy

Purpose

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

Policy Statement

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

Procedures

1. The Qatar national flag is erected on the roof of the building as well as displayed in the school's front hall entrance.
2. The national anthem is played at school as follows:
 - Broadcast daily throughout the school at 7:25am.
 - Played and sung by students and staff at every school assembly:
 - Celebration of Peace
 - Qatar National Day
 - Winter Concert at CNA-Q
 - Spring Concert
 - Grade 12 student graduation ceremony
3. Qatari students are required to wear the school uniform daily however they are permitted to wear the Qatari dress (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 prayer rooms in Block's A and B.
5. We implement the following activities at Blyth Academy to enhance the value of belonging to Qatar as well as their culture & traditions:
 - Qatar National Day
 - Culturama Day
 - Various local field trips are planned and approved by the MoEHE throughout the year
 - Katara Dhow Festival (Grades 1-6)
 - Environmental Trips
 - Mangroves
 - Snorkeling

Blyth Academy School Policies Handbook 2021-2022

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- 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)
 - Blyth Academy Career Fair
 - Attend Celebration of Peace, Winter Concert & National Day assemblies
 - School Advisory Council (SAC) meetings throughout the year
8. Blyth Academy is working in co-operation with The Ministry of Education Qatar and The Evaluation Authority Department on the following;
- PISA- participating and attending the meeting/workshop
 - World Education Summit

- Students write essays and attend MUN conference (Model United Nations) (Grades 10-12) at Georgetown University

3.06– Admissions Policy

Purpose

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

Policy Statement

This policy, as reflected in its aims below, establishes the criteria for admission to Blyth Academy, Qatar.

Procedures

Procedure #1: Online Application

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

Procedure #2: Required Documents

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

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

1. Student Passport.
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.

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

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.

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Rejected Applications:

The school has the right to reject any applications when:

- Required documentation as per the admissions procedures are not provided.
- It is felt that the school is unable to meet and /or support an applicant's overall needs.

Mid-Year Applications:

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

Blyth Academy welcomes all families to apply and appreciates your consideration of our school. Please visit our websites or contact the admissions office directly.

Telephone: +974 4421 7553/7554

Email: admissions@blythacademyqatar.com

Website: www.blythacademyqatar.com

3.07– Tuition Discount Policy

Purpose

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

Policy Statement

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

Procedures

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

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

Terms & Conditions:

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

3.08- Fund Raising Policy

Purpose

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

Policy Statement

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

Procedures

Process of Approval

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

4.0 Academic Policies

4.01 – Academic Integrity

Purpose

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

Policy Statement

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

Procedures

Prohibited Activities

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

Plagiarism: defined as stealing and passing off the ideas, images, data or words of another as one's 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

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- 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. First Offence:
 - Opportunity to redo the work at the teacher's discretion
 - Opportunity to add the appropriate documentation, credentials missing
2. Second Offence:
 - No second opportunity (repeated cases will **result in a grade of 0** being assigned and may lead to further consequences **such as suspension**)

REFERENCES

TO BE UPDATED
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

4.02 - Student Assessment and Evaluation Policy

Purpose

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

Policy Statement

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

Procedures

Blyth Academy will follow the assessment and evaluation procedures as outlined by the Ministry of Education of the Province of Alberta.

1. Teachers will only assess learning outcomes for the purpose of summative evaluation. They will assess learning skills and provide formative evaluation using sound professional judgement using multiple tools and techniques.
2. Assessment of Student work will be conducted in 3 ways:
 - Conversations
 - Observations
 - Products

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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.

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.

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.

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

Assessments

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

Formative and Summative Assessment Minimums per Semester (18 weeks) by Division

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

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	7 Quizzes 8 Reflections 1 Teacher Observations	
7-9	9 Check Ins 4 Worksheets 1 Presentations	4 Quizzes 5 Assignments 2 Projects 2 Unit Exams/Tests/Labs 4 Provincial Achievement Tests – For Grade 9 Students only in Semester 2 (ELA, Math, Science, Social Studies)
10-12	6 formative class work 2 practice questions/worksheets/workbooks 2 skill based activities 2 self-evaluations	2 Unit Tests / Projects 2 Quizzes 4 Assignments/labs Alberta Diploma Exams for Grade 12 student only as required (Math, Physics, Chemistry, Biology, ELA, Social Studies)

Late Work

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

Online Learning

MS Teams is Blyth Academy's platform for online learning during the COVID-19 pandemic. Students will submit their assignments, work samples, projects, feedback and oral responses through the various aspects of MS Teams as communicated by each individual teacher, such as the assignments tab, chat, one on one or video conferencing.

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

Homework

In recognition of the need for children to have a well-balanced variety of experiences academically and socially, the need to have quality family time and the opportunities available to children in the

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community, Blyth Academy will endeavor to keep homework assignments reasonable in terms of frequency and quantity at the various grade levels. The length of time spent by students on a specific assignment will vary depending on his/her ability, skills, and pace of work. Homework should be completed by the student independently although parents are encouraged to monitor their child's homework and help when it is appropriate. The expectation is that homework must be completed when assigned by the teacher.

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

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

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

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

Scheduling of Assessments

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

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).

Online Homework

Students who are learning online can submit their homework through the following means as communicated by their teachers:

- Email
- MS Teams
- Drop off at the school

Absenteeism from Assessment

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

Absenteeism from Tests/ Exams

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

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

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

Grading

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

Report Cards

In addition to the ongoing communication of students' progress, students will receive four formal progress reports from Kindergarten to Grade 12. Students will receive the following reports:

1. November – Semester 1 Midterm Report
2. January – Semester 1 End of Semester Report
3. April – Semester 2 Midterm Report
4. June – Semester 2 End of Semester Report

Assessment of Student Work

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

- ✓ enhance instruction to students
- ✓ assures that the education system is meeting the needs of students
- ✓ achieve the outcomes of the Ministerial Order on Student Learning, where students develop 21st century cross-curricular competencies and are able to:
 1. Know how to learn
 2. Think critically
 3. Identify and solve complex problems
 4. Manage information

5. Innovate
6. Create opportunities
7. Apply multiple literacies
8. Demonstrate global thinking
9. Demonstrate good communication skills and the ability to work cooperatively with others
10. Identify and apply career and life skills

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

4.03 - Teacher Growth, Supervision and Evaluation Policy

Purpose

Supervision, observation and evaluation are important for establishing and carrying out the goals of any organization. Among the purposes for supervising, observing and evaluating teachers are the following:

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

Policy Statement

At Blyth Academy, we believe:

- An effective supervision and evaluation system is one that puts primary emphasis on the student and desirable student outcomes.
- An effective supervision and evaluation system demonstrates respect for the worth and dignity of Blyth Academy teachers.
- An effective supervision and evaluation system is consistent with job descriptions, school procedures and the *Teaching Quality Standard*.
- An effective supervision and evaluation system is one in which the supervisor/evaluator possesses the necessary expertise to implement the system fairly, effectively and consistently.
- An effective supervision and evaluation system is one whereby a teacher is provided timely and precise direction for continued growth and improvement.
- An effective evaluation system is one that values competent personnel.
- An effective supervision and evaluation system is one that is on-going. The process is structured on the data collected through ongoing supervision that supports meeting the *Teaching Quality Standard*.
- An effective supervision and evaluation system is one in which a teacher has the opportunity to seek on-the-job assistance and consultation.

Procedures

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

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

Reasons for Teacher Supervision, Observation and Evaluation

The observation and evaluation of a teacher by the Principal or Deputy Principal may be conducted:

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

Features of Supervision, Observation and Evaluation

A. Individual Professional Growth Plan

- All teachers are required to complete an Annual Professional Growth Plan (see Appendix 2). The rationale of the Professional Growth Plan is to help teachers grow, take risks and learn new skills, knowledge and/or attributes.
- The professional growth plan must be based on an assessment of learning needs by the individual teacher. It must show a clear coordination to the *Teacher Quality Standard* and take into consideration the **School Education Plan** and Alberta Education.
 - A minimum of two (2) goals are required for each academic year
 - Goals may be determined in consultation with the school Principal or Vice Principal
 - Goals may be determined as a result of 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 Head of School, Deputy Head or Elementary Lead, will make "walk through" observations in the classroom on a regular basis. Please refer to Appendix 3 for further information.

- Records of dates and times of visits, including any comments, shall be kept on file.
- The Head of School, Deputy Head of Elementary Lead will share relevant information with the teacher

2. Extended Observations, Evaluation Summary and Feedback

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

For those teachers pursuing Alberta *permanent certification*, there will be 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

4.04 - Arabic/Islamic/Qatar History Policy

Purpose

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

Policy Statement

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

Procedures

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

5.0 Appendices

5.01- Appendix 1 – Alberta Education Teaching Quality Standard



Teaching Quality Standard

Teaching Quality Standard

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

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.
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;

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.

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



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

Teacher: _____ **Grade(s) Taught:** _____

Date: _____ **Subject(s) Taught:** _____

Observation: 1 of 2 2 of 2

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

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

Evidence and comments:

-

Areas for growth and suggestions for improvement:

-

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

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

Evidence and comments:

-

Areas for growth and suggestions for improvement:

-

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Section 3. Demonstrating a Professional Body of Knowledge				
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) planning and designing learning activities that:				
<ul style="list-style-type: none"> address the learning outcomes outlined in program study; 				
<ul style="list-style-type: none"> reflect short, medium and long range planning; 				
<ul style="list-style-type: none"> 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; 				
<ul style="list-style-type: none"> ensure that all students continuously develop skills in literacy and numeracy; 				
<ul style="list-style-type: none"> communicate high expectations for all students; 				
<ul style="list-style-type: none"> foster student understanding of the link between the activity and the intended learning outcomes; 				
<ul style="list-style-type: none"> consider relevant local, provincial, national & international contexts & issues; 				
<ul style="list-style-type: none"> are varied, engaging and relevant to students; 				
<ul style="list-style-type: none"> build student capacity for collaboration; 				
<ul style="list-style-type: none"> incorporate digital technology and resources, as appropriate, to build student capacity for: <ul style="list-style-type: none"> acquiring, applying and creating new knowledge; communicating and collaborating with others, critical-thinking; and accessing, interpreting and evaluating information from diverse sources; 				
<ul style="list-style-type: none"> consider student variables, including: <ul style="list-style-type: none"> demographics, e.g. age, gender, ethnicity, religion; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and well-being; emotional and mental health; and 				

<ul style="list-style-type: none"> physical, social and cognitive ability; 				
(b) using instructional strategies to engage students in meaningful learning activities, based on:				
<ul style="list-style-type: none"> specialized knowledge of the subject areas they teach; 				
<ul style="list-style-type: none"> an understanding of students' backgrounds, prior knowledge and experiences; 				
<ul style="list-style-type: none"> a knowledge of how students develop as learners; 				
(c) applying student assessment and evaluation practices that:				
<ul style="list-style-type: none"> accurately reflect the learner outcomes within the programs of study; 				
<ul style="list-style-type: none"> generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; 				
<ul style="list-style-type: none"> provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; 				
<ul style="list-style-type: none"> provide accurate, constructive and timely feedback on student learning; and 				
<ul style="list-style-type: none"> support the use of reasoned judgment about the evidence used to determine and report the level of student learning. 				

Evidence and comments:

-

Areas for growth and suggestions for improvement:

-

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Section 4. Establishing Inclusive Learning Environments				
A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(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.				
Evidence and comments: <ul style="list-style-type: none"> 				
Areas for growth and suggestions for improvement: <ul style="list-style-type: none"> 				

Section 5. Applying Foundational Knowledge about First Nations, Métis and Inuit				
A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) understanding the historical, social, economic, and political implications of: <ul style="list-style-type: none"> treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy; 				
(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;				
(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and				
(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.				
Evidence and comments: <ul style="list-style-type: none"> 				
Areas for growth and suggestions for improvement: <ul style="list-style-type: none"> 				

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Section 6. Adhering to Legal Frameworks and Policies				
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <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.				
Evidence and comments: •				
Areas for growth and suggestions for improvement: •				

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

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INDIVIDUAL PROFESSIONAL GROWTH PLAN 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?*

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INFORMAL WALKTHROUGH CRITERIA

(Based on the Alberta Teaching Quality Standards)

Description of student activity	
Description of teacher activity	

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

Evaluation Summary	
Follow-Up	

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TEACHER EVALUATION (TEACHER WITH INTERIM CERTIFICATION)

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

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

Observation 1 Date	Observation 2 Date	Observation 3 Date

CRITERIA AND STANDARDS USED

The evaluation focused on all the descriptors outlined in the Teaching Quality Standard as per the notice of evaluation. Those descriptors include:

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



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

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

Section 2. Engaging in Career-Long Learning A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
Demonstrated Evidence:
<input type="checkbox"/> Teacher meets this competency <input type="checkbox"/> Teacher does not meet this competency

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

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



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

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

SUMMARY OF EVALUATION

SUGGESTIONS FOR IMPROVEMENT / RECOMMENDATIONS

TEACHER COMMENTS (optional)

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PERMANENT CERTIFICATION

Recommendation (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

Teacher:	
Date:	
Teaching Assignment:	

- Self Evaluation submitted.
- Individual Professional Growth Plan submitted.
- Course Outlines/Long-term Plans submitted.
- Lesson plans for year to date.
- Sample of formative and summative assessments showing a variety of forms of evaluation (tests, posters, videos, labs, assignments, oral etc...) that **reflect the Alberta curriculum standards.**
- Sample of or proof of differentiated planning.
- Records and tracking sheets or other forms of tracking of grades and behaviours as required.
- Parent communication logbook or file of email communications.
- Grade book electronic or otherwise.
- Samples of student work.
- Daily lesson planning sample
- Weekly schedule
- Assessment and Evaluation plan
- Student accommodations sample

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

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

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

Section 1. Fostering Effective Relationships

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

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

Evidence and comments:

-

Areas for growth and suggestions for improvement:

-

Section 2. Engaging in Career-Long Learning

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

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

Evidence and comments:

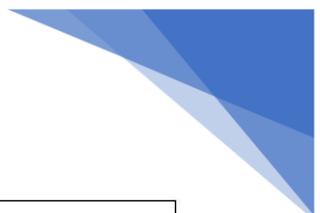
-

Areas for growth and suggestions for improvement:

-

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Section 3. Demonstrating a Professional Body of Knowledge					
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.					
Descriptors	Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a)	planning and designing learning activities that:				
	<ul style="list-style-type: none"> address the learning outcomes outlined in program study; reflect short, medium and long range planning; incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students; ensure that all students continuously develop skills in literacy and numeracy; communicate high expectations for all students; foster student understanding of the link between the activity and the intended learning outcomes; consider relevant local, provincial, national & international contexts & issues; are varied, engaging and relevant to students; build student capacity for collaboration; incorporate digital technology and resources, as appropriate, to build student capacity for: <ul style="list-style-type: none"> acquiring, applying and creating new knowledge; communicating and collaborating with others, critical-thinking; and accessing, interpreting and evaluating information from diverse sources; consider student variables, including: <ul style="list-style-type: none"> demographics, e.g. age, gender, ethnicity, religion; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background; second language learning; health and well-being; emotional and mental health; and 				

	<ul style="list-style-type: none"> physical, social and cognitive ability; 				
(b)	using instructional strategies to engage students in meaningful learning activities, based on:				
	<ul style="list-style-type: none"> 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:				
	<ul style="list-style-type: none"> accurately reflect the learner outcomes within the programs of study; generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; provide accurate, constructive and timely feedback on student learning; and support the use of reasoned judgment about the evidence used to determine and report the level of student learning. 				
Evidence and comments: <ul style="list-style-type: none"> 					
Areas for growth and suggestions for improvement: <ul style="list-style-type: none"> 					

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Section 4. Establishing Inclusive Learning Environments

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

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(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.				

Evidence and comments:

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Areas for growth and suggestions for improvement:

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

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

Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
(a) understanding the historical, social, economic, and political implications of: <ul style="list-style-type: none"> • treaties and agreements with First Nations; • legislation and agreements negotiated with Métis; and • residential schools and their legacy; 				
(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;				
(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and				
(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.				

Evidence and comments:

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Areas for growth and suggestions for improvement:

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Blyth Academy School Policies Handbook 2021-2022

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Section 6. Adhering to Legal Frameworks and Policies				
A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.				
Descriptors Achievement of this competency is demonstrated by indicators such as:	Unsatisfactory	Developing	Accomplished	Exemplary
a) maintaining an awareness of, and responding in accordance with, requirements authorized under the <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.				
Evidence and comments: •				
Areas for growth and suggestions for improvement: •				
Teacher's Comments (optional): <hr/> <hr/> <hr/> <hr/>				