

Blyth

ACADEMY

PARENT/STUDENT HANDBOOK 2022-2023

(Last Updated June 2022)



Telephone: 4421 7553 / 7554

Fax: 4421 7556

Email: info@blythacademyqatar.com

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.



Table of Contents

1.0	Introduction	5
1.01	– Welcome to Blyth Academy!	5
2.0	Calendar	6
3.0	About Blyth Academy	7
3.01	- About Us	7
3.02	- Vision	8
3.03	- Mission	8
3.04	– Core Values	8
4.0	Academic Information	8
4.01	– Alberta’s High-Quality Curriculum	8
4.02	– Deciding What Students Should Learn	9
4.03	– Blyth Academy Code of Conduct	10
4.04	– Positive Learning Environment Policy	10
4.05	– Anti-Bullying Policy	11
4.06	– Academic Integrity Policy	12
4.07	– Behaviour Policy	14
4.08	– Progressive Discipline Policy	15
4.09	– Uniform Policy	18
4.10	– Cell Phone Policy	19
5.0	Technology	20
5.01	– Use of Personal Electronic Devices	20
5.02	– Technology Use Policy	20
6.0	Student Attendance and Safe Arrivals/Departures	21
6.01	– Student Attendance	21
6.02	– Safe Arrival/Departure Policy	22
7.0	Parent Communication Procedures	24
7.01	– Communication with Teachers	24
7.02	– Classroom Concerns Brought to the Head of School	25
7.03	– School Concerns Brought to the Head of School	25
7.04	– Guidelines for Parents when Presenting Concerns	25
8.0	Medical Information	26
8.01	– Vaccinations	26
8.02	– Food Allergies and Snacks	26
9.0	General Information	26

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

9.01	– Telephone Calls	26
9.02	– Lost and Found	26
9.03	– School Bus Transportation	26
9.04	– Power Outage	27
9.05	– Safety.....	27
9.06	– Leaving School Premises	27
10.0	Academics	27
10.01	– Parent Role	27
10.02	– Student Agendas	27
10.03	– Homework.....	28
10.04	– Tests and Exams	28
10.05	– Student Assessment and Evaluation	28
10.06	– Report Cards.....	28
10.07	– Alberta Education Graduation Requirements	28
10.08	– Student Procedures for Ordering Official Transcript and Diploma	29
10.09	– Academic Accountability	29
10.10	– Guidance Counselor.....	29
11.0	Student Activities	30
11.01	– Field Trips/Enrichment Opportunities	30
11.02	– Guidance for Field Trips.....	30
11.03	– Guidelines for International Trips.....	30
11.04	– Blyth Athletics.....	30
11.05	– After School Activities Program.....	31
12.0	School Fees and Payment Procedures	31
12.01	– Tuition Fees	31
12.02	– Tuition Fee Regulations	31
12.03	– Tuition Discount Policy	31
13.0	Appendices	33
13.01	– Staff List.....	33

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

1.0 Introduction

1.01– Welcome to Blyth Academy!

Dear Students and Parents:

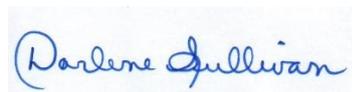
It is my absolute pleasure to welcome you to Blyth Academy (BA)! We provide students with a strong educational foundation through a quality outcomes-based Alberta, Canada curriculum. Our diverse, multi-cultural learning environment, coupled with our highly trained teachers, allows students many opportunities to reach their potential both academically and personally. BA also supports the values, traditions, and culture of Qatar. Strong programs in Arabic or French Languages, Islamic Studies, and Qatar History enhance the learning experiences of our students.

When school, home and community work together, we do our best job of preparing students to be lifelong learners and to have productive and fulfilling lives. We know that students do better in school and improve their achievement, when there is a positive partnership and strong lines of communication between parents and school staff. It really does take a village to raise a child. We encourage our parent community to communicate regularly with teachers, become involved in our School Advisory Council (SAC) meetings and various activities throughout the school year.

Please review this school handbook carefully as it contains important information pertaining to the school as well as various guidelines and procedures. We look forward to working with you; students and parents throughout the school year in our pursuits of excellence and success for all students.

Your support will help to ensure we have a successful and memorable school year.

Sincerely,



Darlene Sullivan
B.C.S., B.Ed., M.Ed.
Head of School

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

2.0 Calendar

BLYTH ACADEMY | 2022-2023 STUDENT ACADEMIC CALENDAR

AUGUST						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Aug 16: Students First Day of School
Aug 16: First Day of Semester 1

All Tuesdays are short days for students,
 Teacher PD Days (7:30am-12:10pm)

FEBRUARY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

Feb 7: Parent/Student/Teacher Interviews
Feb 14: Qatar National Sports Day Holiday

SEPTEMBER						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept 7: Meet the Teacher/Curriculum Night
Sept 18-22: School Photos Week!

MARCH						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mar 12-16: March Break
March 22-April 21: Ramadan

OCTOBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct 13: First Half of Semester 1 Ends
Oct 13: Semester 1 Midterm Reports Go Home
Oct 16: Second Half of Semester 1 Begins
Oct 18: Parent/Student/Teacher Interviews

APRIL						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Apr 6: First Half of Semester 2 Ends
Apr 6: Semester 2 Midterm Reports Go Home
Apr 9: Second Half of Semester 2 Begins
Apr 16-20: Semester 2 Midterm Break
Apr 23-25: Eid al-Fitr Holiday

NOVEMBER						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov 20-Jan 1: Winter Break



MAY						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 9: Parent/Student/Teacher Interviews
May 16: Grade 9 PAT – ELA Part A (Tentative)
May 18: Grade 6 PAT – ELA Part A (Tentative)

DECEMBER						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



JUNE						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jun 12: Grades 10-12 Last day of Instruction
Jun 13-26: Grade 12 Semester 2 Alberta Education Diploma Exams & Grades 10-12 School Administered Final Exams
Jun 13-21: Grade 6 PAT's (Tentative)
Jun 13-26: Grade 9 PAT's (Tentative)
Jun 15: Grades 7-9 Last day of Instruction
Jun 18-22: Grades 7-9 Final Exams
Jun 21: Last Day of School for Grades JK-6
Jun 22: Grades JK-6 Final Reports Go Home
Jun 26: Grades 7-12 Final Reports Go Home

JANUARY						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2: First Day Back After Break
Jan 12: Grades 10-12 Last day of Instruction
Jan 15-30: Grade 12 Semester 1 Alberta Education Diploma Exams & Grades 10-12 School Administered Final Exams
Jan 19: Grades 7-9 Last day of Instruction
Jan 22-25: Grades 7-9 Midterm Exams
Jan 30: Last Day of Semester 1
Jan 30: Semester 1 Final Reports Go Home
Jan 31: First Day of Semester 2

Summer Break!! Please Note: Travel plans should be booked after June 26th for Grades 7-12 and after June 21st for Grade 6.



JULY						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3.0 About Blyth Academy

3.01 - About Us

Blyth Academy (BA), formally Qatar Canadian School (QCS), was established in 2016 under new ownership. In 2020, it moved to a new, larger campus with 2 separate buildings. Block A is the Elementary School (JK-6) and Block B is the Junior and Senior High (7-12).

The new facility is well equipped and 3 times bigger in size than the old one, offering multiple outdoor sports fields, plus a basketball court and a multisensory play area. There are brand new, science and computer labs and all classroom are technology enabled with smart boards, student wifi, bluetooth and speaker mics for teachers, etc. There are new dedicated music and art rooms, a new larger library, new cafeteria plus an outdoor stage area. There is also a new kitchen for students, with multiple work stations for our brand new foods courses being offered for grades 7-12.

Blyth Academy is committed to a personalized, differentiated, collaborative and experiential learning environment that leads to higher levels of motivation and achievement. We are committed to small class sizes that allow teachers to focus on delivering individualized teaching to each student while providing a nurturing and caring environment, staying connected to our community.

Blyth Academy recognizes that every student learns in his or her own way; therefore, our goal is to provide a warm and empathetic environment which allows students with a variety of learning styles to reach their academic potential through their participation in our unique four-term, experiential based, approach to curriculum delivery. This means that we are able to meet the needs, interests and strengths of all students and engage them in learning and better preparing them for graduation, post-secondary study and beyond.

Empathy is at the core of everything done at Blyth Academy, and families should find that this affects every level of their experience with the school. Teachers and staff are always accessible and immediately responsive. A demonstration of caring and empathy is central to our standards for hiring and evaluation of staff. Blyth's unique approach to education has contributed substantially to its students' success, both in school and beyond.

At Blyth Academy, our dedicated team including the Head of School, Deputy Head of School, Guidance Counsellor, Elementary Lead, Department Heads, Resource Teacher and all teachers provide extra attention and ongoing support for each student. We are committed to delivering:

- Quality academic programs and the ability to shape and design curriculum in response to student needs.
- Responsive and supportive teaching faculty.
- Extensive and thorough educational planning and guidance at all grade levels.
- A wide variety of extra-curricular activities, field trips, special celebrations and service trips.
- The world renowned Alberta, Canada curriculum in Grades Senior Kindergarten to 12. (Alberta Accredited International School).
- A quality play based Junior Kindergarten program (QNSA accredited)
- Teaching with certified Alberta, Canada teachers.
- Required Arabic, Islamic Studies and Qatar History programs.

3.02 - 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.

3.03 - 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.

3.04– Core Values

Inclusive

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

Adaptable

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

Holistically Healthy

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

Respectful

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

Global Community

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

Positive

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

4.0 Academic Information

4.01– Alberta’s High-Quality Curriculum

Development & Implementation

The core subjects of Language Arts (English), Mathematics, Science, and Social Studies; plus, Physical Activity and the Arts are taught in English in accordance with the requirements of Alberta Education, Canada.

Alberta is recognized for having one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families, and their communities.

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

Standards

Alberta is the first province in Canada to adopt a teaching quality standard. In 1997 the Minister of Education established guidelines for the professional knowledge, skills, and attributes expected of all teachers. These guidelines apply to the preparation of teachers, ongoing professional growth, and teacher evaluation throughout the province.

School authorities, ECS operators, directors, principals, and teachers must work together to achieve these standards. All teachers are expected to uphold the standards consistently. Teachers in the public-school system and in accredited private schools must hold a valid Alberta teaching certificate.

Programs of Study

Alberta's Kindergarten to Grade 12 curricula are outlined in legal documents called Programs of Study. There is also a Kindergarten Program Statement. Each document outlines why the program is offered, what students are expected to learn, and the basic principles about how students are to achieve the required knowledge, skills, and attitudes. School jurisdictions use the Programs of Study to ensure students meet provincial standards of achievement; however, they have flexibility to decide how to teach the curriculum and the order in which it is taught.

For information on what students are expected to learn and be able to do for each grade level, refer to the Curriculum Handbooks for Parents at: www.education.gov.ab.ca/parents/handbooks/.

To view Programs of Study, visit: www.education.gov.ab.ca/k_12/curriculum/bySubject/.

4.02– Deciding What Students Should Learn

The Alberta curriculum strives to:

- Reflect the essential knowledge, skills, and attitudes that Alberta students need to be well-prepared for 21st-century learning and the world of work.
- Anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization, and advances in technology.
- Incorporate values of good citizenship and respect for different languages and cultures.
- Consider students' needs and abilities—intellectual, social, emotional, and physical—at different ages and stages of growth.
- Ensure that each grade provides a foundation of knowledge for successful learning in subsequent years.
- Incorporate new discoveries and theories that are generally accepted by experts in subject areas whenever possible.
- Develop skills that are necessary for success in learning a subject.
- Consider new research on proven teaching methods and how students learn best.
- Reflect the most appropriate level at which the skills are to be acquired.
- Integrate how the study of a subject contributes to student personal growth and development.
- Accommodate learning in different environments.

Alberta's high-quality curriculum ensures that students have a well-rounded and comprehensive education. The curriculum ensures that they are well-prepared for the future, including post-secondary education and world of work.

4.03– Blyth Academy 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 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.

4.04– 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;

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

- 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).

4.05– 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/>

4.06– Academic Integrity Policy

Purpose

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

Policy Statement

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

A student shall conduct himself or herself to reasonably comply with the following code of conduct:

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

Procedures

Prohibited Activities

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

Plagiarism: defined as stealing and passing off the ideas, images, data or words of another as one's own, in any academic writing or other project, without crediting the source (Merriam-Webster's Collegiate Dictionary).

Examples of Plagiarism

- Not properly citing the words, pictures, music, video, or other forms of communication in your research projects
- Copy and pasting online sources and submitting it as your own work
- Paraphrasing source material without proper citations
- Hiring someone to write a paper, buying a paper or downloading a paper from an online source
- Making up sources or listing sources you did not consult

Cheating: defined as using someone else's words, work, test answers, or ideas, so as to give or gain an unfair advantage. (Merriam-Webster's Collegiate Dictionary).

Examples of Cheating:

- Copying or allowing others to copy information from someone else's work, test paper, homework, computer etc...
- Looking at another's test or sharing what is on a test with other students, either verbally or electronically
- Using cheat sheets or bringing unauthorized materials into the testing space (this includes writing on the desks or body), in order to provide answers for evaluation.
- Letting your project partner do all of the work and just putting your name on the final project
- Sharing/accessing network files without the owner's knowledge and using them for class assignments
- Turning in someone else's project (past or present assignment) as your own

Fraud: defined as deliberate deception practiced to secure unfair or unlawful gain.

Examples of Fraud:

- Attempting to pass off 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

4.07– 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;
- 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;

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

- 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.

4.08– 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
- 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

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

- 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
- 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.

4.09– 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

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.



Excuses: **NO EXCUSES** accepted.

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.

4.10– 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

5.0 Technology

5.01– Use of Personal Electronic Devices

This year we will continue our “**Bring Your Own Device**” program. Students in grades 7-12 are encouraged to bring a laptop or tablet to school for the purposes of improved learning. Students are responsible for the security and safety of their device. BA will no longer have an open WIFI network and students will be provided access for one device (not a cell phone). Charging stations will be placed about the school however students should bring their device fully charged each day.

It must be made clear that all devices are to be used for the purpose of supporting student learning and students accessing the network for inappropriate reasons will lose network privileges. **Students and parents should be aware that the school will be monitoring the school network.**

5.02– Technology Use Policy

Purpose

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

Policy Statement

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

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

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

Procedures

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

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

6.0 Student Attendance and Safe Arrivals/Departures

6.01– Student Attendance

Blyth Academy is always concerned about the safety and well-being of its students, staff, and visitors. The school has implemented specific procedures to record students' attendance and presence at school. Students must remain within the school's premises during the school day and may only leave the school grounds with their parents'/guardians' knowledge and permission.

Regular attendance and punctuality on the part of students is an important component of the learning process and the evaluation of student achievement. All teachers will keep attendance. Attendance and late records will be noted on report cards. Consistent tardiness and/or absenteeism may lead to discussions concerning a more suitable educational setting for the student. **High School students who**

have more than 15 absences, will be removed from the class and **WILL NOT** receive credits for the course.

Procedures for Attendance

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

6.02– Safe Arrival/Departure Policy

Purpose

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

Policy Statement

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

Procedures

Procedures for Arrival

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

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

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

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

Classes begin at 7:30am each day.

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

Procedures for Attendance

- For grades JK-9, teachers must have attendance completed by 7:45 am in PowerSchool.
- Reception will be informed regarding student absences.
- Parents are requested to contact the school via **email** or telephone to inform the school of their child's absence. Reception will cross reference teacher lists and parent calls.

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

- Students who are marked 'Absent' and whose parents have not contacted the school will be contacted to confirm that parents are aware the child is not in attendance.

Procedures for Departure

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

Afterschool Pick up times are:

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

Late Student Pickups

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

Procedures for Early Dismissal

- Once students are on campus, **they will not be permitted to leave school property until the end of the school day.**
- 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

Visitors

All visitors (including parents, reading helpers, volunteers, etc.) are asked to sign in with Security and check in at the Receptionist's desk in the front entrance.

7.0 Parent Communication Procedures

7.01– Communication with Teachers

Parents wishing to communicate with their child’s teachers may follow the below steps and communication protocols in order to have their concerns addressed in an effective and timely manner. Should parents wish to schedule an appointment to meet a teacher in person, they should request a meeting via e-mail.

Step 1 – Contact the Classroom or Course Teacher

- Contact via email, MS Teams chat, or other classroom platform provided by your child’s teacher to discuss any academic, behaviours or technical concerns related to your child(ren)s specific class, grade or course.
- To schedule an appointment to meet a teacher face to face, parents should request a meeting via e-mail.
- Schedule an appointment for after 2:30pm to meet on campus with your child’s teacher if necessary.

Step 2 – Contact Lead Teacher for each Division

If you need further clarification regarding an academic or divisional concern, please contact the Teachers as follows, to schedule an appointment:

- Primary/Elementary School Lead – Ms. Manning at carol.manning@blythacademyqatar.com
- JH/SH Math/Science Department Head – Ms. Safyan at sana.safyan@blythacademyqatar.com
- JH/SH Humanities Department Head–Mr. Marshall at keith.marshall@blythacademyqatar.com
- Arabic/Islamic Studies Coordinator–Ms. Tammam at mona.tammam@blythacademyqatar.com
- Athletics Director - Ms. Punjani at safiyya.punjani@blythacademyqatar.com
- CTF / CTS Department Head - Mr. Caley at jacob.caley@blythacademyqatar.com
- Student Life Coordinatator – Ms. Risien at keri.risien@blythacademyqatar.com
- Learning Support Coordinator – Ms. Marshall at Kelsey.marshall@blythacademyqatar.com

Step 3 – Contact our Deputy Head

- After contacting the appropriate Divisional Lead, if you need further clarification regarding an academic or divisional concern, please contact our Deputy Head, Mr. Thomas at daryl.thomas@blythacademyqatar.com.

Step 4 – Contact our Head of School

- After contacting the Deputy Head, if you need further clarification regarding an academic or divisional concern, please contact our Head of School, Mrs. Sullivan at darlene.sullivan@blythacademyqatar.com.

Step 5 – Contact our Managing Director

- After contacting the Head of School, , if you need further clarification regarding an academic or divisional concern, please contact our Managing Director, Mr. Shaw at patrick.shaw@blythacademyqatar.com.

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

If you have questions or concerns regarding specific areas of administration, please contact the appropriate staff member as follows:

- Admissions – Ms. Dib at wissem.dib@blythacademyqatar.com
- Finance – Ms. Diwakar at beena.diwakar@blythacademyqatar.com or blythfinance@blythacademyqatar.com
- Guidance Counsellor – Ms. Thomas at laurie.thomas@blythacademyqatar.com
- IT Administrator – Mr. Kalappurayil at vijesh.kalappurayil@blythacademyqatar.com
- Nurse – Ms. Nassar at nurse@blythacademyqatar.com

7.02– Classroom Concerns Brought to the Head of School

After following the above protocols, if a parent brings a concern to the Head of School about a classroom or teacher-related matter, the Head of School will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

1. Gather any relevant information to determine the facts and circumstances;
2. Discuss the concern with the teacher and offer advice to the teacher where advice is required to resolve the concern, and inform the parent of the outcome;
3. Meet jointly with the teacher and the parent to discuss the concern where the principal determines that such a meeting will resolve the concern;
4. The Head of School has the **final decision regarding school related matters.**

7.03– School Concerns Brought to the Head of School

After following the above protocols, if a parent brings a concern about a school policy, procedure, activity, event, or situation to the Head of School, the Head of School will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

1. Contact the parent to discuss and resolve the concern;
2. Gather any relevant information to determine the facts and circumstances;
3. Refer the concern to the Managing Director for consultation.
4. In consultation with the Managing Director, the Head of School's decision is final.

7.04– Guidelines for Parents when Presenting Concerns

In bringing concerns to staff, parents will strive to:

1. Present their concerns to staff in a respectful manner which allows the opportunity for due consideration of the concern;
2. Allow for a reasonable timeline for addressing and resolving the concern;
3. Address the concern first to the staff person(s) responsible for the area to which concern directly relates, unless circumstances warrant raising the concern with staff at a higher level;
4. Direct the concern to the school administration where the concern relates to a school policy or program matter which can be more appropriately addressed by the administration;
5. Maintain an openness to receiving information and advice that may be offered by staff as possible resolutions to the concern;
6. Ensure that confidentiality is maintained concerning personal or private matters addressed by all parties.

8.0 Medical Information

8.01– Vaccinations

Please provide a current copy of your son/daughter’s vaccination record to the school prior to the start of the school year. It is expected that all students have all vaccinations required by the Prior to the start of School. BA works with the MoPH and the nurse to encourage the vaccination of students. Notifications of vaccination dates and authorization forms will be sent home with the students. BA partners with the MoPH to ensure a healthy environment through vaccination. Parents will be notified of any vaccination campaign conducted by the MoPH.

8.02– Food Allergies and Snacks

Parents must inform classroom teachers if their child has any food allergies. Classroom teachers will contact parents if there are specific allergies within the classroom.

BA is a peanut and nut-free environment. This includes peanuts, pistachios, cashews, walnuts, sunflower seeds, hazelnuts etc. Any item brought to school that contains nuts will be discarded.

Parents must inform the nurse of any allergies that their son/daughter has. The nurse will follow up with each parent to create a care plan for this allergy.

9.0 General Information

9.01– Telephone Calls

Parents may call the office to leave a message for their child, which will be delivered at an appropriate time. At the discretion of an administrator, a student may phone a parent during school hours. Parents are encouraged to e-mail individual teachers rather than call the office, if possible. To limit the amount of phone calls that are being made throughout the school day; we encourage parents and students to remember items such as proper clothing, lunches, homework.

CELL PHONES ARE NOT PERMITTED by order of the Ministry of Education of the State of Qatar. Cell phones will be confiscated by staff if/when a student disregards the cell phone policy (See BA School Policies Handbook).

9.02– Lost and Found

Students are strongly urged not to bring personal valuables to school. Please be aware that it is the sole responsibility of each student to care for personal items. The school is NOT responsible for lost, stolen or damaged items. This includes all uniform items, school supplies, and any other personal items they may have in their possession. All items should be clearly labeled. Students will be notified of the location of the lost and found boxes.

9.03– School Bus Transportation

School transportation for all students who register for busing, is contracted by BA with an additional cost to parents. Parents are responsible to ensure their children follow appropriate protocols while

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

riding the bus. Students who do not comply and compromise the safety of other riders will be removed from the bus.

9.04– Power Outage

In case of power outage at the school, BA will inform all parents by phone and/or e-mail. Parents are expected to keep their cell phones on at all times during school hours in case of emergency.

9.05– Safety

Fire drills are held periodically throughout the school year. Lockdown drills are held twice a year.

9.06– Leaving School Premises

Students are not permitted to leave the school during the school day unless accompanied by their teachers, parents, or legal guardians. Students must have written permission by a parent to leave the school premises anytime throughout the day prior to dismissal.

- Students must sign out at the Reception desk before leaving the premises.

10.0 Academics

10.01– Parent Role

Parents play an important role in the school career of their children. We have high expectations of our students, and it is essential that you support this. Please see that your student:

- Is prepared for class with homework, and assignments completed.
- Is wearing proper school uniform, and has PE uniform available.
- Has the needed amount of sleep to manage the school day.
- Knows she/he is very important to us.
- Is aware that the ideas and suggestions from home are invited and appreciated.
- Can count on your support by staying in touch with the school and helping to enforce the expectations.

Interviews are available at the suggestion of either parent or teacher. Parents are invited, at any time, to contact the school to set up an appointment to speak to the teachers or administration.

Parental involvement in student academics is integral to their success. Following is information that can help you plan your involvement.

10.02– Student Agendas

All students will have a student agenda. This agenda has many purposes. It is to keep track of daily homework and forthcoming tests, school events and notices. It is also a communication tool between teachers and parents, and either party may write notes to the other. All students are encouraged to develop the habit of using the agenda effectively.

10.03– Homework

In recognition of the need for children to have a well-balanced variety of experiences academically and socially, the need to have quality family time and the opportunities available to children in the community, BA 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 Kindergarten to Grade 3, a student will spend 15 minutes on school activities. Grades 4 - 6 will spend 30 minutes, and Grades 7 - 9 will spend 1 hour and High School students will spend more than this. 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.

Please refer to our Student Assessment and Evaluation Policy as noted in Blyth Academy's School Policies Handbook, for details pertaining to homework requirements and expectations.

10.04– Tests and Exams

Midterm exams and final exams may be scheduled for students in Junior High and High School. The exam schedules are posted on the website and attendance is mandatory at these times. Students must be in attendance for these exams and failure to write any exams will be reflected on student report cards. Should a student fail to write an examination due to illness, he/she must provide a doctor's Certificate.

10.05– Student Assessment and Evaluation

Please refer to our Student Assessment and Evaluation Policy as noted in Blyth Academy's School Policies Handbook for details pertaining to assessment and academic dishonesty.

10.06– 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:

- a) October/November – Semester 1 Midterm Report
- b) January – Semester 1 End of Semester Report
- c) April – Semester 2 Midterm Report
- d) June – Semester 2 End of Semester Report

10.07– Alberta Education Graduation Requirements

In order to graduate in Alberta, students must fulfill the following requirements, specified by the Alberta Education:

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

- A student must earn a minimum of 100 credits including the following:
 - 30-Level English Language Arts
 - 30-Level Social Studies
 - 20-Level Mathematics
 - 20-Level Science
 - Physical Education 10
 - Career and Life Management 20 (CALM)
- Credits, in any combination from:
 - Fine Arts
 - Second Languages
 - Physical Education 20 and/or 30
 - Career and Technology Studies (C.T.S.)
- 10 Credits in any 30-level courses (in addition to English Language Arts and Social Studies)

10.08– Student Procedures for Ordering Official Transcript and Diploma

School’s Responsibilities and Abilities

1. To set up and train all applicable students with Alberta Education’s My Pass Account.
2. To provide a “Report Card” from Blyth Academy.
3. If requested, to print an unofficial copy of student transcript.
4. School is unable to order official transcripts and diplomas for students, within our system.

Student’s Responsibilities and Abilities

1. To maintain a current Alberta Education’s My Pass Account.
2. To order your “Official” Transcripts and Diploma through your My Pass Account.
3. Any fees required by My Pass to order these documents are the responsibility of the student to pay.
4. When documents are ordered, you can have them sent to an address of your choice. Students are responsible to keep that updated so that the documents arrive to the correct address.

10.09– Academic Accountability

Reporting on Academic Standing

As part of accreditation Alberta Ministry of Education surveys, the school community and evaluates diploma exam results. The data provided directs the school with regard to the success and direction of the academic program. Each year the results of this data can be accessed on the Ministry of Education website under the ‘Accountability Pillar’ tab. This data will also be shared with the SAC annually as will the 3-year education plan.

Parent Satisfaction Survey

Like the Accountability Pillars survey, Alberta collects data from students, staff and parents regarding the general satisfaction of these parties with Alberta and the school. Data is also made available to SAC and can be found on the Ministry of Education website.

10.10– Guidance Counselor

The Guidance Counselor at Blyth Academy is mandated to support all students in achieving their maximum scholastic potential. He/she works closely with teachers and administrators to ensure that

each student has the educational, moral, and emotional support necessary. The Counselor provides school-wide and small-group activities to encourage strong character, leadership, and problem-solving skills. Students can schedule individual appointments with the counselor in case of need. Parents can also feel free to approach the guidance counselor should they have any concerns regarding their child's behaviours. The Counselor can provide referrals to other health professionals in case of need.

11.0 Student Activities

11.01– Field Trips/Enrichment Opportunities

Rationale: Outside-school excursions allow students to:

- Be presented with experiences not available in the regular classroom or at school.
- Reinforce, support, extend and enhance the concepts they have learned in their classes.
- Relate their classroom activities to everyday life.
- Understand that learning has application.
- Have the opportunity to learn from others who have expertise in a particular field.
- Participate in hands-on experimental learning.
- Better familiarize themselves with the resources available in the community.
- Find out and explore more about potential careers and employment opportunities.

11.02– Guidance for Field Trips

- Students will be in full uniform, unless otherwise stated.
- Parent consent forms will be sent home at least three to five (3-5) days prior to the excursion.
- **All consent forms must be signed and returned at least 24 hours prior to the trip** or by the date stipulated on the notice (handwritten consent notes may be accepted depending on the type of excursion being undertaken). No telephone consents will be permissible.
- Only a parent's or legal guardian's signature is acceptable.
- If a trip involves one or more overnight stays, parents may attend an information meeting at the school before their child will be permitted to participate.

11.03– Guidelines for International Trips

When an international trip has been planned, parents of children going on the trip are expected to attend information meetings held at the school. The organizing teacher will provide an overview of details such as itinerary, flight arrangements, what to pack, medical services while on the trip, costs, and special considerations.

11.04– Blyth Athletics

In support of Student Life and the encouragement of a well-rounded educational experience, Blyth Academy is continuing to expand its athletic competition schedule and commitment. Studies have repeatedly shown that students who participate on school athletic teams perform better, have less absences, have a greater percentage of university acceptance and higher rate of university graduation than non-participatory students. To this end, Blyth will field teams in a greater number of sports than in the past, with a more regimented practice and competition schedule against a larger number of opponent's schools. Students that make teams will be expected to maintain grades while understanding

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

the time and effort required to playing in a season long sporting activity. The Blyth Bears look forward to roaring even louder against our competition!

11.05– After School Activities Program

In both Semesters I and II, the school offers various after-school activity programs for Grades JK to 12 students from 2:15 to 3:15 p.m. Interested students have to sign up for these activities; placement is dependent on available spaces.

12.0 School Fees and Payment Procedures

12.01– Tuition Fees

Parents are responsible for maintaining good financial standing with the school, including payment of fees as per the following schedule:

Tuition Semester 1

Payment must be made no later than **September 30th of each calendar school year.**

Tuition Semester 2

Payment must be made no later than **January 15th of each calendar school year.**

If you require an invoice, please contact Blyth Finance at finance@blythacademyqatar.com or phone the school at +974 4486 0922.

12.02– Tuition Fee Regulations

1. The registration fee of 3570 QR is non-transferrable and non-refundable for the first-time registration of each child at BA. This is in addition to tuition fees which are paid on a yearly basis.
2. **Tuition fees are non-refundable after 10 school days.**
3. Students who enroll mid-way through a term will be charged full tuition fees for that term and will not receive a pro-rated tuition rate.
4. There is no reduction in fees if any child is absent for part of the term.
5. No portion of the fee will be refunded for a student dismissed by expulsion.
6. Fees are subject to change with the approval of the Blyth Academy and the Ministry of Education.
7. Families with 2 or more children at the school, who are not receiving tuition support from their employer, are entitled to the Blyth Siblings Discount.
8. Seat reservation fees of 1500 QR are due by April 1st.

12.03– 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.

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

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.

Blyth Academy Parent Student Handbook 2022-2023

This document contains information that is the property of BA and is deemed confidential and privileged. Any disclosure, copying, distribution, or unauthorized use of the contents of this document is prohibited.

13.0 Appendices

13.01– Staff List

BLYTH ACADEMY STAFF LIST 2022-2023			
Name	Class/Rm	Position	Email Address
Administration			
Darlene Sullivan		Head of School	darlene.sullivan@blythacademyqatar.com
Daryl Thomas		Deputy Head	daryl.thomas@blythacademyqatar.com
Carol Manning		Elementary School Lead	carol.manning@blythacademyqatar.com
Laurie Thomas		Guidance Counsellor	laurie.thomas@blythacademyqatar.com
Beena Diwakar		Finance Officer	beena.diwakar@blythacademyqatar.com
Ritchel Pertez		Accountant	ritchel.pertez@blythacademyqatar.com
Wisseem Dib		Admissions Manager	wisseem.dib@blythacademyqatar.com
Sabahat Anjum		HR Officer	sabahat.anjum@blythacademyqatar.com
Munira Saifuddin		Admin Assistant to Head of School	munira.saifuddin@blythacademyqatar.com
Vijesh Kalappurayil		IT Administrator	vijesh.kalappurayil@blythacademyqatar.com
Suzna Zahir		Receptionist	suzna.zahir@blythacademyqatar.com
Shiju Thomas		Facilities in Charge	shiju.thomas@blythacademyqatar.com
Jubin Simon		Facilities Supervisor	jubin.simon@blythacademyqatar.com
Sree Priyan		Facilities Assistant	sree.priyan@blythacademyqatar.com
Omer Humed		PRO	omer.humed@blythacademyqatar.com
Najwa Nassar		School Nurse	nurse@blythacademyqatar.com
Helena Khurshid		Librarian	helena.khurshid@blythacademyqatar.com
Primary and Elementary			
Nora El-Masry	JKA	Junior Kindergarten (JKA)	nora.elmasry@blythacademyqatar.com
Chantale Kennedy	JKB	Junior Kindergarten (JKB)	chantale.kennedy@blythacademyqatar.com
Suzan Saleh	JKC	Junior Kindergarten (JKC)	suzan.saleh@blythacademyqatar.com
Ikram Dirie	SKA	Senior Kindergarten (SKA)	ikram.dirie@blythacademyqatar.com
Asha Osman	SKB	Senior Kindergarten (SKB)	asha.osman@blythacademyqatar.com
Jennifer Anderson	1A	Grade 1 (1A)	jennifer.anderson@blythacademyqatar.com
Carolyn Truong	1B	Grade 1 (1B)	carolyn.truong@blythacademyqatar.com
Arifa Jahan	2A	Grade 2 (2A)	arifa.jahan@blythacademyqatar.com
Rosmin Benoi	2B	Grade 2 (2B)	Rosmin.Benoi@blythacademyqatar.com
Julia Lema	3A	Grade 3 (3A)	julia.lema@blythacademyqatar.com
Naomi Kariuki	3B	Grade 3 (3B)	naomi.kariuki@blythacademyqatar.com
Sanna Khan	4A	Grade 4 (4A)	sanna.khan@blythacademyqatar.com
Alan Palmer	4B	Grade 4 (4B)	alan.palmer@blythacademyqatar.com
Mehreen Khwaja	5A	Grade 5 (5A)	mehreen.khwaja@blythacademyqatar.com
Maymuuna Yusuf	5B	Grade 5 (5B)	maymuuna.yusuf@blythacademyqatar.com
Katie Rudolf	6A	Grade 6 (6A)	katherine.rudolf@blythacademyqatar.com
Nimbra Bakhtawar	6B	Grade 6 (6B)	nimbra.bakhtawar@blythacademyqatar.com
Ruslan Gafurov	3rd Floor	Primary and Elementary PE	ruslan.gafurov@blythacademyqatar.com
Nida Baradaa		Primary and Elementary French / Elementary CTS	nidaa.baradaa@blythacademyqatar.com
Junior and Senior High			
Keith Marshall		Humanities Department Head / Social Studies	keith.marshall@blythacademyqatar.com
Sameer Lila		Social Studies / Business	sameer.lila@blythacademyqatar.com
Sumia Alkaisi		JH ELA	sumia.alkaisi@blythacademyqatar.com
Jesse Gyles		PE / Social Studies	jesse.gyles@blythacademyqatar.com
Shaheen Allibhai		HS Social Studies / ELA	shaheen.allibhai@blythacademyqatar.com
Nourhan Zaazou		Social Studies / Math	nourhan.zaazou@blythacademyqatar.com
Sana Safyan		Math and Science Department Head / Physics	sana.safyan@blythacademyqatar.com
Simia Khan		JH Math	simia.khan@blythacademyqatar.com
Bayan M.I. Alshaihousef Nima		HS Chemistry 20 and 30	bayan.alshaihousef@blythacademyqatar.com
Haseena Beegum		HS Math	haseena.beegum@blythacademyqatar.com
Mary Krause		JH Science / Biology 20 and 30	mary.krause@blythacademyqatar.com
Monika Zenkijevic		JH Science / Biology 20 and 30	monika.zenkijevic@blythacademyqatar.com
Jacob Caley		CTS/CTF Department Head / Science / Foods	jacob.caley@blythacademyqatar.com
Safiyva Punjani		Athletics Director / PE	safiyva.punjani@blythacademyqatar.com
Keri Risien		Student Life Coordinator/ELA	keri.risien@blythacademyqatar.com
Alisseyni Sarr		JH and SH French	alisseyni.sarr@blythacademyqatar.com
General Specialists			
Clare Marlow		JK-12 Music & Drama/ELA	clare.marlow@blythacademyqatar.com
Iain McLaren		JK-12 Music & Drama / MDC	iain.mclaren@blythacademyqatar.com
Mala Waseem		Grades 1-12 Art / Visual Arts Specialist	mala.waseem@blythacademyqatar.com
Kelsey Marshall		Learning Support Coordinator	kelsey.marshall@blythacademyqatar.com
Celena Woodford		Learning Support Teacher	celena.woodford@blythacademyqatar.com
Rakeeba Akam		Learning Support Teacher	rakeeba.akam@blythacademyqatar.com
Dean Pasternak		ESL Teacher	dean.pasternak@blythacademyqatar.com
Arabic and Islamic Studies			
Mona Tammam	Block B	Arabic/Islamic Studies Coordinator	mona.tammam@blythacademyqatar.com
Thekayat Shamileh	Block B	Arabic/Islamic Studies	thekayat.shamileh@blythacademyqatar.com
Ekhlas Alkhouli	Block A	Arabic/Islamic Studies	ekhlas.alkhouli@blythacademyqatar.com
Heba Ibrahim Mohammed Megahed	Block B	Arabic/Islamic Studies	heba.megahed@blythacademyqatar.com
Ola Abdullah	Block A	Arabic/Islamic Studies	ola.abdullah@blythacademyqatar.com
Raghda Khalil	Block A	Arabic/Islamic Studies	raghda.khalil@blythacademyqatar.com