



School Education Plan 2025-2026



Alberta 
Accredited
International School
Canada 



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1. Introduction, Vision and Mission

Welcome to Blyth Academy in Qatar <https://blythacademyqatar.com/>! We are a co-educational school, which was first established in 2006 as Qatar Canadian School (QCS). Then in 2016, QCS was sold to private owners consisting of Sheikh Mohammed Al Thani and Mr. Sam Blyth, and renamed Blyth Academy. We are 100% privately funded. The school accommodates students from Junior Kindergarten to Grade 12. Our school main stage language of instruction is English including the three compulsory subjects.

Our campus is well equipped and 3 times bigger in size than the old facility. Our current enrollment is 500 students representing 53 nationalities.

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.

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.

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.

2. General Educational Objectives

Blyth Academy's Learning Community believes that the Kindergarten to Grade 12 system should strive to instill the following qualities and abilities in students:

Engaged Thinker: A student who thinks critically and make discoveries; who uses technology to learn, innovate, communicate and discover; who works with multiple perspectives and disciplines to identify problems and find the best solutions; who communicates these ideas to others; and who, as a life-long learner, adapts to change with an attitude of optimism and hope for the future.

Ethical Citizen: A student who builds relationships based on humility, fairness and open mindedness; who demonstrates respect, empathy and compassion; and who, through teamwork, collaboration and communication, contributes fully to the community and the world.

Entrepreneurial Spirit: A student who creates opportunities and achieves goals through hard work, perseverance and discipline; who strives for excellence and earns success; who explores ideas and challenges the status quo; who is competitive, adaptable and resilient; and who has the confidence to take risks and make bold decisions in the face of adversity.

Kindergarten to Grade 12:

- To enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.
- To enable students to develop the knowledge, skills and attitudes necessary to lead active and healthy lifestyles.
- To develop the attitudes, skills and knowledge that will enable students to become engaged, active, informed and responsible citizens.
- To develop their sense of self and community, encouraging students to affirm their place as citizens in an inclusive, democratic society.
- To develop mathematical reasoning and problem-solving skills and make connections between mathematics and its applications.
- That students cannot only add, subtract, multiply and divide, but that they also know how to reason and solve problems in real-life situations.

Kindergarten to Grade 6

- To understand and interpret the world around them.
- To develop an understanding of the many applications of science in daily life.

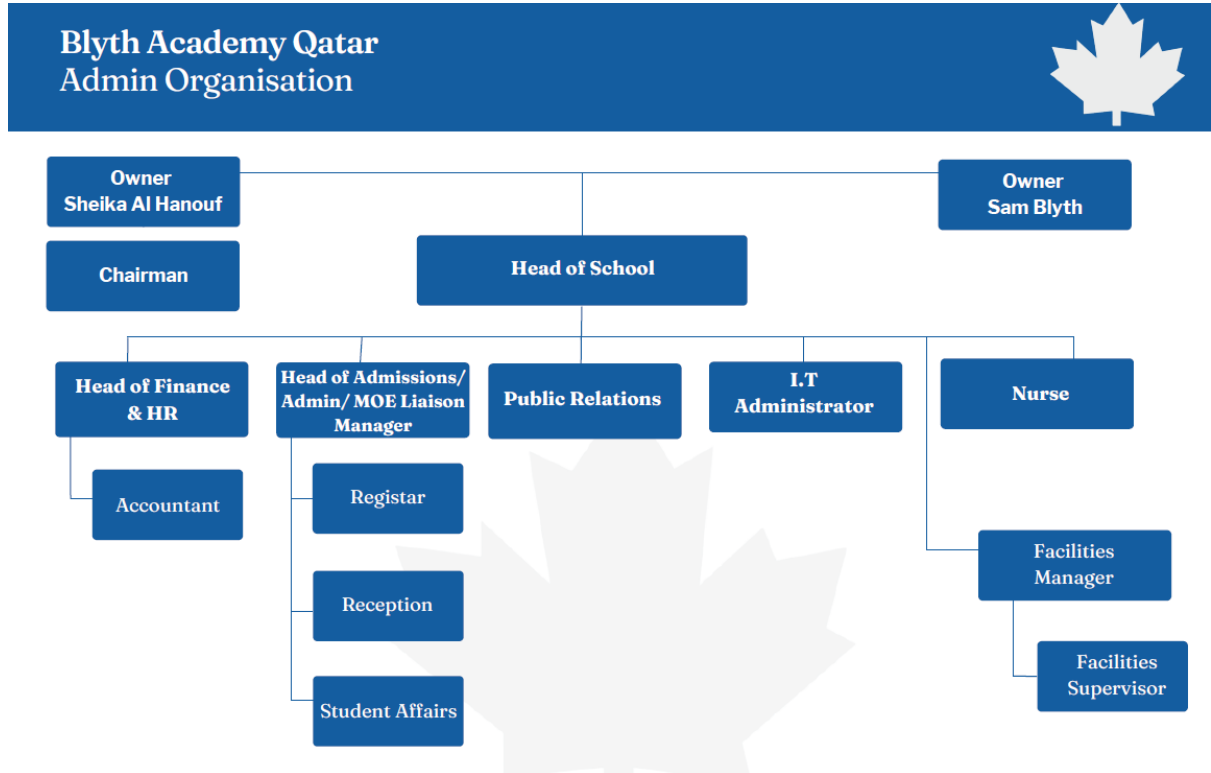
Grades 7 to 12

- To develop the science-related knowledge, skills and attitudes that they need to solve problems and make decisions, and at the same time help them become lifelong learners—maintaining their sense of wonder about the world around them.
- To enable students to enhance the depth and breadth of their expression and intuitive response to fine art.

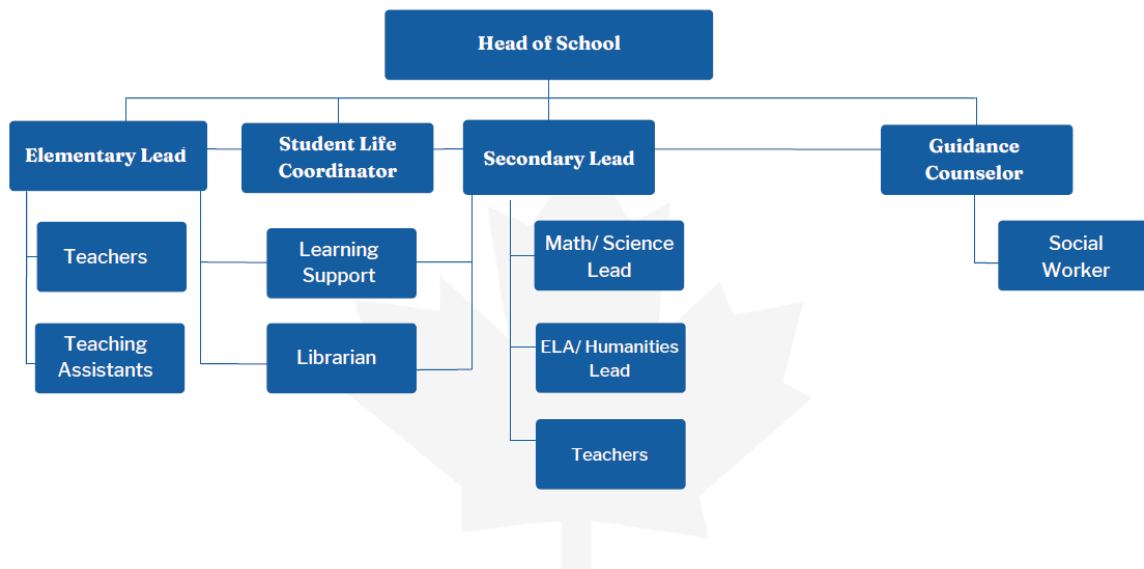
Grades 10-12

- To develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities.
- To develop the attitudes and behaviors that people need to participate and progress in today's dynamic world of work.

School Management Structure/Organizational Chart



Blyth Academy Qatar Academic Organisation



3. Academic Overview, MoEHE Approved Calendar and Daily Schedules Across Stages

BLYTH ACADEMY | 2025-2026 SCHOOL ACADEMIC CALENDAR

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Academic Overview

Blyth Academy is organized into two semesters. Each semester has a midterm, therefore 4 terms from August 31th, 2025 until June 23rd, 2026 as follows;

Overview of the School Year as follows;

	Primary / Elementary (JK- 6)
Announcements and Anthems	7:20 -7:30
Period 1	7:30 – 8:15
Period 2	8:15 – 9:00
Period 3	9:00 – 9:45
BREAK	9:45 – 10:00
Period 4	10:00 -10:45
Period 5	10:45 – 11:30
LUNCH / BREAK	11:30 -12:10
Period 6	12:10 – 12:40
Period 7	12:40 – 13:25
Period 8	13:25 – 14:10

Number of Lesson per Week	40 Lessons
Time of Each Lesson	45 Minutes
Number of Teaching Hours per Week	30 Hours

Junior High (Grades 7-9)

	Junior High School (7-9)
Announcements and Anthems	7:20 – 7:30
BLOCK 1	7:30 - 8:15
BLOCK 2	8:15 – 9:00
BLOCK 3	9:00 - 9:45
BLOCK 4	9:45 - 10:30
BREAK	10:30 – 10:45
BLOCK 5	10:45 – 11:30
BLOCK 6	11:30 - 12:15
LUNCH / BREAK	12:15 – 12:45
BLOCK 7	12:45 – 13:30
BLOCK 8	13:30 - 14:15

Number of Lesson per Week	40 Lessons
Time of Each Lesson	45 Minutes
Number of Teaching Hours per Week	30 Hours

Senior High (Grades 10-12) – Our high school courses are organized into two semesters, each academic year. Semester 1 runs from August to January, Semester 2 from February to June, each having approximately 90 days, or 18 weeks, of instruction.

- Alberta Education requires a minimum of 125 hours of instruction per 5 credit, high school course and a minimum of 1000 total hours of instruction per year.
- Our students take 4 courses per semester, for a total of 8 courses per year, earning 40 credits.
- Each of our courses are 135 hours, for a total of 540 hours of instruction per semester or 1080 hours of instruction per year.

	Senior High School (7-12)
Announcements and Anthems	7:20 – 7:30
BLOCK 1	7:30 - 9:00
BLOCK 2	9:00 – 10:30
BREAK	10:30 – 10:45
BLOCK 3	10:45 – 12:15
LUNCH / BREAK	12:15 – 12:45
BLOCK 4	12:45 – 14:15

Number of Lesson per Week	20 Lessons
Time of Each Lesson	1 hour and 30 Minutes
Number of Teaching Hours per Week	30 Hours

4. Target Curriculum and Educational Resources

Target Curriculum

Blyth Academy offers the International Academic Programs of Study from Alberta Education, for students from Kindergarten to Grade 12. It implements the curriculum and assessment documents designed and produced by the Government of Alberta, Canada, under their direct supervision and evaluation processes of its Ministry of Education. Further to this, Blyth Academy offers Arabic, Islamic Studies and Qatar History that fall under the direct guidance and supervision of the Ministry of Education (MoE) of the State of Qatar.

Blyth Academy has implemented the Alberta Canada Education curriculum since it opened twelve years ago. It is applied in a continuum of learning from Senior Kindergarten to Grade 12 through its Programs of Study. Alberta’s curriculum is designed to help students achieve their individual potential and create a positive future. The provincial Programs of Study identify “what” students are expected to know, understand, and be able to do in all subjects and grades.

Alberta’s provincial curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities. While Alberta Education determines “what” students need to learn in provincial curriculum, teachers use their professional judgment to determine “how” students achieve the learning outcomes in the provincial curriculum.

Alberta Education has collected descriptions of the skills and knowledge students should learn at different grade levels to prepare them for lifelong learning, work and citizenship.

The Alberta curriculum strives to:

- Reflect the essential knowledge, skills, and attitudes that Alberta students need to be well prepared for future 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.

Please see the following pages for divisional samples of the Overview of Expected Alberta Curriculum Program for each Grade Level or Course. Complete “At A Glance” documents are available for review.

Related Links:

Alberta, Canada’s Curriculum Programs of Study:

<https://www.alberta.ca/programs-of-study.aspx>

Grade and Course Overviews:

<https://www.learnalberta.ca/content/mychildslearning/>

Blyth Academy Alberta Programs and Courses for 2025-2026

	Core Programs	Specialists Programs	Optional Programs
Senior Kindergarten to Grade 6	<p>Alberta curriculum as per the prescribed student learning outcomes in the Alberta Programs of Study.</p> <p>Core Subjects (ELA, Math, Science, Social Studies)</p>	<ul style="list-style-type: none"> • Art • Music • Physical Education & Health • Arabic (for native and non-native speakers) or French as a second language • Islamic Studies (for Muslim students) • Qatar History 	
Junior High Program – Grades 7-9	<p>Core Subjects (ELA, Math, Science, Social Studies)</p>	<ul style="list-style-type: none"> • Physical Education • Health & Life Skills • Arabic (for native and non-native speakers) or French as a Second Language • Islamic Studies (for Muslim students) • Qatar History 	<p>Students will complete 2 of the 6 Options Courses offered per semester (to be determined by the teachers hired), some of which will/may include:</p> <ul style="list-style-type: none"> • Fine Arts • Drama/Music • CTF - Career and Technology Foundations <ul style="list-style-type: none"> ○ Foods ○ Business • Sports Performance
Senior High Program – Grades 10-12	<p>As per the requirements for students to attain an Alberta High School Diploma:</p> <p>English Language Arts - ELA 10-1, 20-1, 30-1 (10-2, 20-2, 30-2 courses may be offered within same class depending on numbers and recommendations from teachers by year end).</p> <p>Mathematics - Math 10C, Math 20-1, 30-1 (20-2 and 30-2 courses may be offered within same class depending on numbers and recommendations from teachers by year end), Math 31.</p> <p>Sciences:</p> <ul style="list-style-type: none"> • Science 10 (& possibly Science 20 depending on numbers recommended by teacher at year end, and scheduling) • Biology 20, 30 • Chemistry 20, 30 • Physics 20, 30 <p>Social Studies - 10-1, 20-1, 30-1 (10-2, 20-2, 30-2 courses may be offered within same class depending on recommendations from teachers by year end).</p>	<ul style="list-style-type: none"> • Physical Education 10 • CALM • Arabic (for native and non-native speakers) or French as a Second Language • Islamic Studies (for Muslim students) 	<p>High school students will choose options courses as part of their overall pathway to graduation 3-year program to reach the required 100 or more credits from the following:</p> <ul style="list-style-type: none"> • CTS - Career and Technology Studies <ul style="list-style-type: none"> ○ Media, Design & Communication Arts (MDC) <ul style="list-style-type: none"> ▪ Communication Tech 10, 20, 30 ○ Business, Administration, Finance and Information Technology (BIT) <ul style="list-style-type: none"> ▪ Financial Management 10, 20, 30 ○ Health, Recreation and Human Services (HRH) <ul style="list-style-type: none"> ▪ Foods 10, 20, 30 ▪ Recreation Leadership 10, 20, 30 • Art 10, 20, 30 • Drama/Music 10, 20, 30 • French as a Second Language 10, 20, 30 • Physical Education 20, 30



5. Methodological and Extracurricular Activities

Our school provides many opportunities for student learning and enrichment. The school’s Student Life Coordinator (SLC) organizes many school wide events and activities throughout the year. The SLC also organizes all field trips, and the grade 12 graduation celebration. All of which promote connectedness and school enrichment. Teachers enhance their students learning opportunities by taking them on field trips related to the curriculum.

Blyth Academy has a “House System” which instills a sense of school pride and school spirit into the students and staff. It is comprised of four houses: Grizzly, Polar, Kodiak and Black Bears. The system is based on four iconic Canadian Bears, which also coincides with the school emblem. All students and staff have been divided among the four houses. This gives house members an opportunity to interact with students from other grades to create a stronger school community. House activities are incorporated into classes, lunch activities, and afterschool activities. Students who take part in activities will be able to gain points for their house. All four houses will compete throughout the year for the “House Cup” and a final end of year prize.

Blyth Academy strives to keep learning engaging by incorporating a variety of curricular activities into the classrooms to aid in students learning. Some examples are:

JK-Grade 6	Grades 7-12
In class celebrations (educational movies)	Structure building (i.e.) Bridge Building
Art with different classes	Robotic Egg Drop
Various activities between classes - Buddy reading/time	3D Model Design for Cell Structures
Indoor and outdoor games	Simulation Based Learning
School Spirit Days and Sport Days	Project Based Learning
National Day/Peace Day Assemblies	Historical Board Game
Health initiatives	Virtual Dissection
Virtual and in person local or international field trips	Virtual Microscope Lab
Debates	Plays and Performances
Performances and Musicals	Video Creation
Science projects	Photoshop
Student elections - Mayor/President	Movement Routines
Award ceremonies and concerts	Healthy Living Plans
Science experiments	BBC
Fun days	HBO

Blyth Academy also provides a wide variety of after-school activities offered by teachers such as:

SK-Grade 3	Grades 4-6	Grades 7-9	Grades 10-12
Handball	Table Tennis	Table Tennis	Table Tennis
Yoga	Chess	Chess	Chess
Story Time	Knitting	Knitting	Knitting
Zumba	Public Speaking	Public Speaking	Public Speaking
Animal Club	Music Lessons	Music Lessons	Music Lessons
Footy/Soccer	Footy/Soccer	Footy/Soccer	Footy/Soccer
Dance 4 Kids	Sustainability Club	Sustainability Club	Sustainability Club
Learn to Draw Animals	Basketball	Basketball	Basketball
	Origami	Choir	Choir
	Zumba	Carrom Board Club	Carrom Board Club
	Animal Club	Math Club	Math Club
	Badminton	Student Council	Student Council
	Musical Theatre	Interior Design	Model UN

Blyth Academy Extracurricular Plan for 2025/2026

At Blyth Academy we run after school extracurricular activities for students from Junior Kindergarten to grade 12. Extracurricular activities are offered on either Mondays or Wednesdays from 2:15pm to 3:15pm. Students at Blyth Academy are able to sign up for one activity a week each semester.

6. Development of Patriotism/ Citizenship

Strengthening national identity

Blyth Academy is committed to promoting national identity and building and maintaining a sense of pride and belonging to the homeland among students and staff.

By playing the Qatari national anthem every morning during the daily announcements, the Qatari flag was raised over the school.

And to display my portraits of His Highness Sheikh Tamim bin Hamad Al Thani, the Emir of the country, and His Highness the Father Emir, Sheikh Hamad bin Khalifa Al Thani, in our reception area so that all guests can see them as soon as they arrive.

Blythe School is keen to promote national identity and instill Arab and Islamic values among its students by providing specialized teachers to teach all compulsory subjects. The Arabic language is taught to native and non-native speakers, starting from the kindergarten stage to the twelfth grade, and what distinguishes Blyth School also is its keenness to teach its children the Islamic faith, as the school provides teachers of Islamic education in both Arabic and English and allocates separate classes for the two categories through which students receive The teachings of their true religion, and there is no doubt that we welcome non-Muslim students to join Islamic education classes as well, with the approval of the guardian.

We do not forget the importance of teaching the history of the State of Qatar to all students of the school from the first to the ninth grade according to our ministerial curriculum, which develops in them the spirit of belonging to the homeland and enables them to navigate between the past and the present and touch the development and prosperity of the country over the years.

Everyone at "Blyth Academy" is proud and belongs to the celebration of national events such as (National Day and Sports Day) by allocating a full day to the festivities, where preparations for the celebration begin at least two weeks before the day of the celebration and include staff and students to plan the event, prepare programs and decorate.

Blyth Academy took advantage of Qatar hosting the 2021 Arab Cup and the 2022 World Cup, as this had a distinguished role in activating many sports and recreational activities that promote a healthy life and build social relationships between students with each other, especially after depriving students of practicing sports and constructive social participation During (Covid 19).

In addition, Blyth Academy takes into account the role of field trips, related to the national curriculum, which helps students to learn about and explore the nature and heritage of Qatar and of course these activities are preferred by all students. Where they visit a variety of sites, such as: Museum of Islamic Art, Katara, Qatar National Library, public parks, Al Khor Zoo, Al Zubarah Fort, camping in the desert and more. These trips help integrate students into society and increase their appreciation and interest in the natural resources of Qatar.

Students at Blyth Academy have actively participated in a wide range of internal competitions and events, as well as those organized by other schools and external authorities. Their involvement includes prestigious contests such as the Holy Quran Competition hosted by the Ministry of Awqaf, the Prophetic Hadith Competition, the Qur'an Interpretation Competition, and the "Our Ethics" competition sponsored by the Qatar Foundation. In addition, students have taken part in the National Heritage Drawing Competition organized by Katara, along with various scientific and athletic competitions.

Blyth Academy is proud of its students and their distinguished works that demonstrate their abilities in various fields such as art, writing, rhetoric, innovation...etc. Students' work related to the State of Qatar is displayed throughout the school and published on social media so that everyone can benefit. them, particularly with regard to heritage or development.

Blyth School has a dedicated prayer room so that all Muslim students can pray. The Arabic Language Department was keen to allocate time for prayer (between 11:30 am - 12:30 noon) in order to preserve the time for prayer and study.

Blyth Academy is always keen to adhere to the instructions and recommendations of the Qatari Ministry of Education.

(My Values Draw My Identity) announced by the Ministry of Education for its moral and patriotic benefit to students, as the school administration has allocated a diverse team of members whose duty is to ensure the establishment of weekly and monthly activities aimed at inculcating and promoting Islamic and moral values that reflect the identity of the authentic Arab person.

7. Three Compulsory Subjects

The three mandatory articles

Blyth Academy is committed to teaching the three compulsory subjects: Arabic and Islamic Studies will be taught from Kindergarten to Grade 12, and History of the State of Qatar will be taught from Grade 1 to 9. The total class time for each course has been arranged in students' schedules in accordance with Ministry of Education policy.

Moreover, non-Arabic speaking students have been taken into account by allocating separate classes for them to learn Arabic and Islamic education if they wish.

Blyth Academy is dedicated to supporting students by providing them with appropriate educational resources, once approved by the Ministry of Education. In addition, we also provide educational resources to all students enrolled in our school, which are issued by the Ministry in all three subjects, for the two semesters of each academic year. Teachers follow curricula and lessons according to textbooks and study plans approved by the Ministry of Education.

Blyth Academy is committed to providing dedicated, Ministry-approved teachers to teach the three compulsory subjects, who in turn will provide a fun and engaging learning environment for our students. We have also appointed a Coordinator for Arabic/Islamic Studies, who will monitor and follow up on teachers to ensure that they cover curriculum material efficiently and accurately

based on the Ministry's guidelines. Teachers adhere to the semester plans and daily preparation forms sent by the Ministry of Education. Teachers prepare exams for all three subjects in accordance with ministerial specifications.

Below, please find sample schedules, class plans, and resource requests for the three compulsory subjects. Furthermore, further timetables, plans and syllabuses will be available at the school if required.


Grades 1-6 Qatar History Schedule

	Period	Sunday	Monday	Tuesday	Wednesday	Thursday
7:00-7:30						
7:30-8:15 am	1					BK 1 7:30-8:00
8:15-9:00 am	2					BK 2 8:00-8:30
9:00- 9:45 am	3					BK 3 8:30-9:00
MORNING BREAK 9:45-10:00 AM						BK 4 9:00-9:30
BREAK TIME 9:30-10:00 AM						
10:00-10:45 am	4			Qatar History in Gr 4 A&B in Arabic and English		BK 5 10:00-10:30
10:45-11:30 am	5				Qatar History in Gr 2 A & B in Arabic and English	BK 6 10:30-11:00
LUNCH BREAK						
11:30-12:10						
12:10-12:55 am	6				Qatar History in Gr 5 A&B in Arabic and English	BK 7 11:00-11:30
12:55-1:40 am	7			Qatar History in Gr 3 A&B in Arabic and English		BK 8 11:30-12:10
1:40-2:10 am	8	Qatar History in Gr 1 A&B in Arabic and English				12:10- 1:00
						Qatar History in Gr 6 A&B in Arabic and English

Grades 7-9 Qatar History Schedule

Period JH	Block SH	Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Thursday Timing
1	1	7:30 – 8:15						7:30 - 8
2		8:15 – 9:00						8 – 8:30
3	2	9:00 - 9:45						8:30-9
4		9:45- 10:30				Qatar History Grade 9 A&B In Arabic & English	Qatar History Grade 8 A&B In Arabic & English	9-9:30
Break		10:30 – 10:45	Break	Break	Break	Break	Break	9:30-9:45 Break
5	3	10:45– 11:30	Qatar History Grade 7 A&B In Arabic & English					9:45 – 10:15
6		11:30 – 12:15						10:15 – 10:45
Break		12:15 – 12:45	Break	Break	Break	Break	Break	10:45-11 Break
7	4	12:45 – 1:30						11 -11:35
8		1:30 - 2:15						11:35- 12:10


Resources



A Canadian School in Doha
مدرسة كندية في الدوحة

من مدرسة / أكاديمية بليث
إلى السنة / لصفحة بيع الكتب..... المكتوبين
إدارة المرافق و الخدمات العامة / قسم المكتبات
تحية طيبة وبعد،،،
لتكرم بصرف الكتب التالية نظيفة المدرسة الجديدة للعام الدراسي 2022-2021 حسب العنقود أدناه:-

العدد الإجمالي	العدد الإفرادي	العدد المطلوب	المستوى الدراسي	المادة الدراسية	م
462	7 لسرر الوحدة	22	الروضة	اللغة العربية الفصل الدراسي الأول (الوحدة الأولى ، الثانية ، الثالث)	1
462	7 لسرر الوحدة	22	التمهيدى	اللغة العربية الفصل الدراسي الأول (الوحدة الأولى ، الثانية ، الثالثة ، الرابعة)	2
140	7	20	الأول	كراسة لغوي هواجس	3
160	8	20	الأول	اللغة العربية الفصل الدراسي الأول	4
161	7	23	الثاني	اللغة العربية الفصل الدراسي الأول	5
161	7	23	الثاني	كتاب حروف العربية لاصف الثاني	6
168	7	24	الثالث	اللغة العربية الفصل الدراسي الأول	7
126	7	18	الرابع	اللغة العربية الفصل الدراسي الأول	8
119	7	17	الخامس	اللغة العربية الفصل الدراسي الأول	9
63	7	9	السادس	اللغة العربية الفصل الدراسي الأول	10
128	8	16	السادس	اللغة العربية الفصل الدراسي الأول	11
136	8	17	الثامن	اللغة العربية الفصل الدراسي الأول	12
184	8	23	التفصيح	اللغة العربية الفصل الدراسي الأول	13
64	8	8	المعتمد	اللغة العربية الفصل الدراسي الأول	14
48	8	6	الحادي عشر	اللغة العربية الفصل الدراسي الأول	15
90	9	10	الثاني عشر	اللغة العربية الفصل الدراسي الأول	16
2,672				Total – المجموع	



من مدرسة / أكاديمية بلايث
إلى أسرة / جهة بيع الكتب .. المستر
إدارة المرافق و الخدمات العامة / قسم المشتريات
تحية طيبة و بعد ..

لتكرم بصرف الكتب التالية لطيفة المدرسة الغير قارين لعام الأكاديمي 2022-2021 حسب المتكبر أدناه:-

المدة الدراسية	المستوى الدراسي	العدد المطلوب	المسح الإفرادي للكتب	المسح الإجمالي	م
التربية الإسلامية الفصل الدراسي الأول	الأول	20	7	140	1
التربية الإسلامية الفصل الدراسي الأول	الثاني	23	7	161	2
التربية الإسلامية الفصل الدراسي الأول	الثالث	22	7	154	3
التربية الإسلامية الفصل الدراسي الأول	الرابع	18	7	126	4
التربية الإسلامية الفصل الدراسي الأول	الخامس	17	7	119	5
التربية الإسلامية الفصل الدراسي الأول	السادس	8	7	56	6
التربية الإسلامية الفصل الدراسي الأول	السابع	16	7	112	7
التربية الإسلامية الفصل الدراسي الأول	الثامن	17	7	119	8
التربية الإسلامية الفصل الدراسي الأول	التاسع	24	7	168	9
التربية الإسلامية الفصل الدراسي الأول	العاشر	8	7	56	10
التربية الإسلامية الفصل الدراسي الأول	الحادي عشر	6	7	42	11
التربية الإسلامية الفصل الدراسي الأول	الثاني عشر	10	7	70	12
Total				1,323	

و تقبلوا تحياتنا

إقرار بستلام الكتب:-

رقم البطاقة الشخصية: 28308000127

توقيع المستلم :

إعداد بالإبداع

مسئول شعبة بيع الكتب

ملاحظة هامة: يتم الإبداع بعد اعتماد الكشاف من مسئول بيع الكتب



من مدرسة أكاديمية بلايث
إلى السيدة / شخصية بيع الكتب .. المحترمين
بإدارة المراقب و الخدمات العامة / قسم المشتريات
تحية طيبة و بعد ..

رقم الإجمالي	السعر الإفرادي	السعر المكتوب	إعداد المطلوب	المستوى الدراسي	المادة الدراسية	م
231	7		33	الأول	التاريخ القطري باللغة الإنجليزية	1
245	7		35	الثاني	التاريخ القطري باللغة الإنجليزية	2
294	7		44	الثالث	التاريخ القطري باللغة الإنجليزية	3
210	7		30	الرابع	التاريخ القطري باللغة الإنجليزية	4
231	7		33	الخامس	التاريخ القطري باللغة الإنجليزية	5
175	7		25	السادس	التاريخ القطري باللغة الإنجليزية	6
231	7		33	السابع	التاريخ القطري باللغة الإنجليزية	7
245	7		35	الثامن	التاريخ القطري باللغة الإنجليزية	8
308	7		42	التاسع	التاريخ القطري باللغة الإنجليزية	9
2,170					Total	

إقرار باستلام الكتب:-

رقم البطاقة الشخصية: 28308000127 **اسم المستلم : عمر علي**

توقيع المستلم : _____

إعداد بالإيداع

مسئول شخصية بيع الكتب

ملاحظة هامة: يتم الإيداع بعد اعتماد الكلفة من مسئول بيع الكتب



S.No.	الصف	Description	QTY	Price	Value
1	الأول	اللغة العربية الفصل الدراسي الثاني	20	8	140.00
2	الثاني	اللغة العربية الفصل الدراسي الثاني	20	7	161.00
3	الثالث	اللغة العربية الفصل الدراسي الثاني	23	7	161.00
4	الرابع	اللغة العربية الفصل الدراسي الثاني	20	7	140.00
5	الخامس	اللغة العربية الفصل الدراسي الثاني	18	7	126.00
6	السادس	اللغة العربية الفصل الدراسي الثاني	10	7	70.00
7	السابع	اللغة العربية الفصل الدراسي الثاني	17	7	119.00
8	الثامن	اللغة العربية الفصل الدراسي الثاني	8	8	64.00
9	التاسع	اللغة العربية الفصل الدراسي الثاني	22	8	176.00
10	العاشر	اللغة العربية الفصل الدراسي الثاني	7	8	56.00
11	الحادي عشر	اللغة العربية الفصل الدراسي الثاني	5	6	30.00
12	الثاني عشر	اللغة العربية الفصل الدراسي الثاني	9	10	90.00
		Total			1,333.00
		الشرعية			
1	الأول	التربية الإسلامية الفصل الدراسي الثاني	20	7	140.00
2	الثاني	التربية الإسلامية الفصل الدراسي الثاني	20	7	140.00
3	الثالث	التربية الإسلامية الفصل الدراسي الثاني	22	7	154.00
4	الرابع	التربية الإسلامية الفصل الدراسي الثاني	18	7	126.00
5	الخامس	التربية الإسلامية الفصل الدراسي الثاني	17	7	119.00
6	السادس	التربية الإسلامية الفصل الدراسي الثاني	8	9	72.00
7	السابع	التربية الإسلامية الفصل الدراسي الثاني	16	7	112.00
8	الثامن	التربية الإسلامية الفصل الدراسي الثاني	8	7	56.00
9	التاسع	التربية الإسلامية الفصل الدراسي الثاني	22	7	154.00
10	العاشر	التربية الإسلامية الفصل الدراسي الثاني	7	7	49.00
11	الحادي عشر	التربية الإسلامية الفصل الدراسي الثاني	5	7	35.00
12	الثاني عشر	التربية الإسلامية الفصل الدراسي الثاني	9	7	63.00
		Total	351		1,220.00



PRIVATE SCHOOLS AFFAIRS DEPARTMENT – RESOURCES REVIEW COMMITTEE – FINAL REPORT

Name of School:	Blyth Academy					Date of Completion:	15/3/21
Table of school resources		Islamic Studies					
Resources	Publisher	ISBN	age range	Approval status	Pages Identified	Reason	Recommendations
1.	Islam is my Deen - Grade 1	Eclipse publishing co	978-995-7437299	5-6	Approved		
2.	Islam is my Deen Grade 1 - Work book	Eclipse publishing co	978-995-74372 75	5-6	Approved		
3.	Islam is my Deen Grade 2	Eclipse publishing co	978-995-7437305	6-7	Approved		
4.	Islam is my Deen - Grade 2 -Work book	Eclipse publishing co	978-995-7437282	6-7	Approved		
5.	Islam is my Deen - Grade 3	Eclipse publishing co	978-995-7437312	7-8	Approved		
6.	Islam is my Deen - Grade 4	Eclipse publishing co	978-995-743-7329	8-9	Approved		
7.	Islam is my Deen - Grade 5	Eclipse publishing co	978-995-7437336	9-10	Approved		
8.	Islam is my Deen - Grade 6	Eclipse publishing co	978-995-743-7343	10-11	Approved		
9.	Islam is my Deen - Grade 7	Eclipse publishing co	978-9957-437-72-5	11-12	Approved		
10.	Islam is my Deen - Grade 8	Eclipse publishing co	978-9957-437-73 2	12-13	Approved		
11.	Islam is my Deen - Grade 9	Eclipse publishing co	978-9957-437-71-8	13-14	Approved		
12.	Call to faith student book -Level 1	Dar-Al-Manhal	978-9957-08-816-3	5-6	Approved		
13.	Call to faith activity book -Level 1	Dar-Al-Manhal	978-9957-08-998-6	5-6	Approved		

REVIEW COMPLETED BY THE PRIVATE SCHOOLS AFFAIRS DEPARTMENT OF THE MoEHE



Cloud C. Technology Company

School Curricula - stories - computers & Accessories - networks - security system
Muntazah - Concord BC, Office 105 P.O.Box 3265, Doha - Qatar, Tel. 5823093- 55296655

Email: kshorbaji@gmail.com, jmaian2004@yahoo.com, Manhalbooks@gmail.com

Date: 25-9-2021

Qt. 210925

Quotation

To: Blyth Academy Qatar
Doha - Qatar

With Reference to the above Subject for Non-Arab speaking students we include our Quotation As Following

S.No.	ISBN	Description	QTY	U. Price	Value
1	9789957082437	اللغة العربية نادي العربية 1 الأول	21	35.00	735.00
2	9789957089993	اصدقاء العربية 01 كتاب الطالب	16	45.00	720.00
3	9789957930080	اصدقاء العربية 01 كتاب النشاط	16	28.00	448.00
4	9789957930066	اصدقاء العربية 02 كتاب الطالب	26	45.00	1,170.00
5	9789957930097	اصدقاء العربية 02 كتاب النشاط	26	28.00	728.00
6	9789957088163	الشريعة			
6	9789957088163	Call to Faith PB1	11	45.00	495.00
7	9789957088149	Call to Faith PB2	11	25.00	275.00
8	9789957088156	Call to Faith PB3	15	45.00	675.00
9	9789957088675	Call to Faith PB4	10	25.00	250.00
10	9789957089986	Call to Faith AB1	11	46.00	506.00
11	9789957089948	Call to Faith AB2	11	25.00	275.00
12	9789957089962	Call to Faith AB3	15	47.00	705.00
13	9789957089955	Call to Faith AB4	10	25.00	250.00
14	9789957437336	Islam is My Deen SB5	13	85.00	1,105.00
15	9789957437343	Islam is My Deen SB6	10	90.00	900.00
		Total	222		9,237.00

PRIVATE SCHOOLS AFFAIRS DEPARTMENTS – RESOURCES REVIEW COMMITTEE – FINAL REPORT



التقرير النهائي لمراجعة المصادر							
اسم المدرسة: Blyth Academy				تاريخ الانتهاء: 15/3/21			
قائمة المصادر المقدمه							
المصادر	دار النشر	ISBN	العمر	وضع الاعتماد	الصفحات المعرفه	السبب	التوصيات
1.	اصدقاء العربية (كتاب الطالب) مستوى أول	978-9957-93-999-3	6-5	مقبول			
2.	اصدقاء العربية (كتاب النشاط) مستوى أول	978-9957-93-008-0	6-5	مقبول			
3.	اصدقاء العربية (كتاب الطالب) مستوى ثاني	978-9957-93-006-6	7-6	مقبول			
4.	اصدقاء العربية (كتاب النشاط) مستوى ثاني	978-9957-93-009-7	7-6	مقبول			
5.	اصدقاء العربية (كتاب الطالب) مستوى ثالث	978-9957-93-014-1	8-7	مقبول			
6.	اصدقاء العربية (كتاب النشاط) مستوى ثالث	978-9957-93-010-3	8-7	مقبول			
7.	اصدقاء العربية (كتاب الطالب) مستوى رابع	978-9957-93-355-5	9-8	مقبول			
8.	اصدقاء العربية (كتاب النشاط) مستوى رابع	978-9957-93-356-2	9-8	مقبول			
9.	اصدقاء العربية (كتاب الطالب) مستوى التمهيدي	978-9957-93-071-4	4-3	مقبول			
10.	اصدقاء العربية (كتاب النشاط) مستوى التمهيدي	978-9957-93-072-1	4-3	مقبول			
11.	اصدقاء العربية (كتاب الطالب) (البستان)	978-9957-93-067-7	4-3	مقبول			
12.	اصدقاء العربية (كتاب النشاط) (البستان)	978-9957-93-068-4	4-3	مقبول			

تاريخ: 15/3/21
مدير شؤون المدارس الخاصة

راشد العامري:

ملاحظة مهمة: تمت مراجعة هذه الكتب من قبل لجنة مراجعة الموارد التابعة لإدارة PSA في وزارة التربية والتعليم العالي من حيث الحساسية الثقافية وليس محتوي المناهج الدراسية في حالة التوصية بالتغييرات ، تكون المدرسة مسؤولة عن تنفيذ التغييرات.

REVIEW COMPLETED BY PRIVATE SCHOOLS AFFAIRS DEPARTMENT OF THE MoEHE

PRIVATE SCHOOLS AFFAIRS DEPARTMENT – RESOURCES REVIEW COMMITTEE – FINAL REPORT



14.	Call to faith student book- Level 2	Dar-Al-Manhal	978-9957-08-814-9	6-7	Approved		
15.	Call to faith activity book -Level 2	Dar-Al-Manhal	978-9957-08-994-8	6-7	Approved		
16.	Call to faith student book- Level 3	Dar-Al-Manhal	978-9957-08-815-6	7-8	Approved		
17.	Call to faith activity book -Level 3	Dar-Al-Manhal	978-9957-08-996-2	7-8	Approved		
18.	Call to faith student book -Level 4	Dar-Al-Manhal	978-9957-08-867-5	8-9	Approved		
19.	Call to faith activity book -Level 4	Dar-Al-Manhal	978-9957-08-995-5	8-9	Approved		

Date: 15/3/21

Director of the Private Schools Affairs

Rashid Alamri

IMPORTANT NOTE: these books have been reviewed by the resources review committee of the PSA Department of the MoEHE for cultural sensitivity not for curriculum content. If changes are recommended, the school is responsible for implementing the changes.

REVIEW COMPLETED BY THE PRIVATE SCHOOLS AFFAIRS DEPARTMENT OF THE MoEHE

8. Quality of Teaching and Learning

The teaching staff at Blyth Academy are highly trained and qualified, with 90% of them being Canadian certified. They hold either an Alberta Teacher Certificate or a Letter of Authority from Alberta Education, which is a requirement in order to teach the Alberta Programs of Study. Alberta is the first province in Canada to adopt a Teaching Quality Standards. In 2023, the Minister of Education updated the 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 consistently uphold the standards. Teachers in the public-school system, and in accredited private schools, must hold a valid Alberta Teaching Certificate. The teachers outside of this regulatory requirement are those that are hired to teach Arabic, Islamic Studies, or Qatar History. These teachers must meet the educational and experience requirements of the State of Qatar.

In terms of educational qualifications, teachers at Blyth Academy that are certified with Alberta, possess at a minimum, a bachelor or diploma of education from an authenticated university.

All teachers submit an Annual Individual Professional Growth Plan (PGP) based on their own professional self-reflection and identified professional growth needs. The Alberta Teaching Standards ([Alberta Teacher Quality Standards Document](#)), along with the school's education plan, also help guide teachers to identify their annual professional growth goals, objectives and strategies. Their PGP's are reviewed by administration and discussed, giving feedback to the teachers prior to implementation.

Blyth Academy also develops an annual school Professional Development Plan. It reflects the feedback and results from the Alberta Accountability Pillar Report as well as some of the goals teachers have included in their Professional Growth Plans. Improved assessment and evaluation practices, inclusive education, as well as ongoing technology integration are key areas of target in this year's plan.

The internal Professional Development Plan is implemented during our Sunday Teacher Professional Development afternoons. Two Sundays per month are devoted to afternoon PD sessions. Teachers are also encouraged and supported by availing themselves to any professional growth training, workshops or conferences that are offered locally. Teachers will also attend any training or workshops offered by the MoEHE.

Our school leadership team includes Department Heads and Coordinators who monitor and contribute to the success of their departments. These positions provide updated online resources, mentorship, modeling, assessments, pedagogy, curriculum, and experience for the teachers in their departments. The Department Heads and Coordinators are also responsible for facilitating some of the implementation of various topics from the school's Professional Development Plan during Sunday afternoon sessions, as necessary.

Teachers also undergo multiple informal and formal observations while working at Blyth Academy. These are aimed at monitoring and improving the quality of teaching within our classrooms and also to aid in the certification process with Alberta Education, for those who are pursuing higher qualifications. A copy of our Teacher Supervision, Observation and Evaluation Policy is below.

Teachers pursuing their Permanent Professional Certificate (PPC) from Alberta Education must:

- Hold a valid Alberta Interim Professional Certificate (IPC).
- Have completed the equivalent of 2 full years of service (min 800 hours) in an Alberta school or an Alberta accredited international school, while holding an IPC.
- Have 2 successful year end evaluations by an Alberta program administrator or principal. These are completed at the end of each school year after the teacher has undergone several observations and evaluations throughout the year and has received feedback from the evaluator.

9. Evaluation

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.

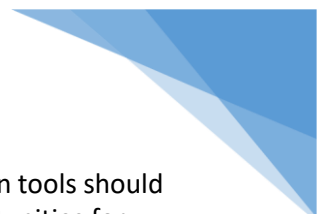
1. Teachers will only assess learning outcomes for the purpose of summative evaluation. They will assess learning skills and provide formative evaluation using sound professional judgement using multiple tools and techniques.
2. Assessment of Student work will be conducted in 3 ways:
 - Conversations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

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 all their courses, each semester.



Assessments

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

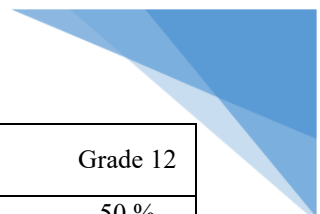
Grades JK-6 Formative and Summative Assessment by Division

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

Assessment Criteria and Evaluation Plan for Grades 7-12

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

High School Math and Science	



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

Math and Science Department Notes:

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

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

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

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

Assessment Categories	Junior High ELA		
	Grade 7	Grade 8	Grade 9
Course Work	55 %	50 %	40 %
Exams and Quizzes	30 %	35 %	40 %

Final Exam	15 %	15 %	20 %
Total	100 %	100 %	100 %

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

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

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

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

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

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

Late Work

- 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.
- Parents should be contacted if a student repeatedly does not meet deadlines.**
- 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%.
- A '0' may be granted for work not submitted however the following procedures are required:
 - Discussion with student encouraging submission and possible consequences
 - Contact with parents has been made
 - Alternate deadlines have been considered
 - Consequences are grade specific, i.e. more tolerance in lower grades less tolerance for senior grades
- 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.

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.

Progress Reports

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

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

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.

10. Reporting Progress and Monitoring Learning

We have a quarterly reporting system for each year and teachers are in communication with parents regularly. Students receive formal midterm and end of term reports that reflect the Alberta standards for each grade. The Deputy Head or Head of School review all student report cards as a system of verifying student achievement. These reports are emailed to parents and hardcopies are stored in each student file.

Individual student progress is monitored internally within each grade level and through Alberta provincial external assessments in the core subjects of ELA, Math and Science for Grades 6, 9 and 12 (PAT 's and Diploma exams). The school receives the results annually from Alberta as part of the overall school summary as well as the students' individual results. These results are in turn used to monitor student achievement and to make comparisons to their internal report marks and to the results of students in the province of Alberta. Each student who wrote the PAT's received a certificate and breakdown of their performance by subject area.

Teacher's assessment policies are posted on their Google Classrooms at the beginning of each year. Parents also have access to these posted policies. Teachers meet with parents in a formal parent/teacher/student conference setting twice (or more as needed) a year to discuss the academic progress of their children.

Students' academic success and/or behaviour is communicated to parents each term in various forms. They receive emails, class-dojos messages, phone calls, parent-teacher interviews, as well as midterm and end of term report cards. Teachers may also send home an "Initial Concerns Communication Form" after a month of school for any students who may be exhibiting signs of struggling.

11. Individual Differences and People with Special Educational Needs

Currently Blyth Academy does not accept students with diagnosed learning disabilities. However, we do provide accommodations and one on one support within each class or as pullout for those students who might be having some difficulties as assessed by their respective teachers. Student accommodations are developed by teachers, in consultation with the Resource Teacher, Elementary Lead and/or Guidance Counselor, with the aim of providing a more coordinated approach to meeting the individual needs of students. The student accommodations are all organized and saved in a school wide database for future reference and revision. These accommodations are reviewed and revised by parents and teachers at the beginning of each academic year and again in the spring.

There are periodic meetings with the Resource/Support Teacher, teachers, students and parents if necessary, to review plans and accommodations to determine revisions or follow up action. During these meetings the student progress is evaluated to determine the effectiveness of strategies used within the classroom or during support periods. Student accommodation and other plans may be modified to include attainable goals and strategies to ensure student success.

Support is provided in various ways to best meet our students needs with the resources available within the learning community. Support periods are scheduled for struggling learners to receive extra support in small groups or one on one with a Resource Teacher. In collaboration with homeroom teachers and according to a students documented areas of challenge in their student accommodation form, students receive targeted support, guidance and learning resources accordingly. In some cases, students are referred to outside agencies for additional academic support.

Across all grade levels, teachers employ a variety of modern and engaging teaching methods that meet curricular objectives, promote differentiated and diverse learning, and reflect the vision statement of providing “accessible, experiential, and progressive learning experiences that prepare students for academic success.” Online resources for the Alberta curriculum offer teachers a number of different ways to differentiate lessons for all learners, including ESL and special needs learners. Teachers are made aware of these resources and are encouraged to implement them in their classrooms.

Teachers’ daily lesson plans also reflect teaching and learning strategies tailored to the diverse learning styles of their students. Each section of the lesson plan identifies methods for differentiating instruction to meet individual student needs. In alignment with the principles of Universal Design for Learning (UDL), lesson plans are structured to provide multiple means of engagement, representation, and expression, ensuring accessibility and inclusivity for all learners. Formative assessments likewise reflect differentiated practices and expectations, allowing students to demonstrate understanding in varied and meaningful ways.

Some examples of strategies and/or accommodations and resources our teachers are providing within the classrooms are:

The Student support Coordinator, Fountas and Pinell Assessment Learning Resource Teacher, EAL Teacher, and Guidance Counselor are working together to implement programs for our struggling learners, exceptional students as well as the general student body. Some examples of these programs are:

- UFLI K-6 Science of Reading and Phonics, Guiding Reading
- EAL Benchmarks
- Student Academic Peer Tutoring Program in Math, ELA, Science and Social Studies for Grades 7 to 12

Social-Emotional Learning: PATHS Program (K–6)

- a) As part of our commitment to whole-child development, Blyth Academy will implement the PATHS (Promoting Alternative Thinking Strategies) program to support the social-emotional growth of students in Kindergarten through Grade 6. PATHS is an evidence-based curriculum designed to foster emotional literacy, self-control, positive peer relationships, and problem-solving skills. Through engaging lessons and daily classroom integration, students will learn to recognize and manage their emotions, build empathy, and make responsible decisions. The PATHS program plays a key role in creating a safe, inclusive, and supportive learning environment, laying the foundation for both academic success and lifelong well-being.

School-Based Continuum of Supports

Universal Supports <small>In class for the benefit of every student</small>			
Programming	Environmental	Sensory	Relationship
<input type="checkbox"/> Visual Schedule <input type="checkbox"/> Visual Direction Cards <input type="checkbox"/> Visual Timer for Transitions <input type="checkbox"/> Verbal cues for Transitions <input type="checkbox"/> Communication Visuals <input type="checkbox"/> Emotions Chart <input type="checkbox"/> Predictable Routine <input type="checkbox"/> Consistent High Expectations <input type="checkbox"/> Scheduled Movement Breaks <input type="checkbox"/> Tiered Lessons <input type="checkbox"/> Differentiated Lessons <input type="checkbox"/> Differentiated Assessment	<input type="checkbox"/> Classroom Quiet Space <input type="checkbox"/> Break Out Space <input type="checkbox"/> Alternative Seating <input type="checkbox"/> Tidy and Organized Space (Clutter-free) <input type="checkbox"/> Student Work, Ideas, and Voice documented and displayed <input type="checkbox"/> Space for Student Belongings	<input type="checkbox"/> Breakfast and Snack Available <input type="checkbox"/> Fidget Tools <input type="checkbox"/> Sensory Material like playdoh/sand <input type="checkbox"/> Noise Canceling Headphones <input type="checkbox"/> Breathing strategies and visuals <input type="checkbox"/> Dimmed Lights <input type="checkbox"/> Soft Music <input type="checkbox"/> Body/Movement Breaks <input type="checkbox"/> Moments of Stillness/Rest <input type="checkbox"/> Break Cards <input type="checkbox"/> Seating Options <input type="checkbox"/> Personal Water Bottles <input type="checkbox"/> Colouring Pages	<input type="checkbox"/> Morning Greetings <input type="checkbox"/> Smiles <input type="checkbox"/> Practicing Gratitude <input type="checkbox"/> Class level positive reinforcement <input type="checkbox"/> Kind words and actions <input type="checkbox"/> Modeling positive self-talk <input type="checkbox"/> Collaborative Learning <input type="checkbox"/> PATHs or other Social Emotional Learning (SEL) program
Targeted Supports <small>For some students, some of the time</small>			
Programming	Environmental	Sensory	Relationship
<input type="checkbox"/> Language Specific Visuals (ELL) <input type="checkbox"/> Lanyard Visuals <input type="checkbox"/> Social Stories <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Subtitles on Videos <input type="checkbox"/> SLP/OT/PT small group support <input type="checkbox"/> Chunking <input type="checkbox"/> Task bags/boxes <input type="checkbox"/> Close Activity <input type="checkbox"/> Additional Time <input type="checkbox"/> Alternative Assessment	<input type="checkbox"/> Alternate Seating <input type="checkbox"/> Alternate workspace <input type="checkbox"/> Alternate supply storage space <input type="checkbox"/> Sitting or paired with a stranger peer <input type="checkbox"/> First-Then Visual <input type="checkbox"/> Choice Board <input type="checkbox"/> Personal Schedule <input type="checkbox"/> Individual Timer	<input type="checkbox"/> Access to sensory room <input type="checkbox"/> Scheduled breaks in the sensory room <input type="checkbox"/> Thera-band on desk <input type="checkbox"/> Fidgets <input type="checkbox"/> Velcro strip in desk	<input type="checkbox"/> Reinforcement Schedule <input type="checkbox"/> Scheduled check-ins <input type="checkbox"/> Social skill support
Individual Supports <small>Provided to specific students only. Not optional strategies and are required for the student to access the space they are in</small>			
<input type="checkbox"/> Learner Support Plan <input type="checkbox"/> Wheelchair <input type="checkbox"/> Change table	<input type="checkbox"/> Safety Plan <input type="checkbox"/> FM System <input type="checkbox"/> Braille	<input type="checkbox"/> Specialized seating such as rifton chair or cube chair <input type="checkbox"/> Lifts	<input type="checkbox"/> CCTV Machine <input type="checkbox"/> Core Boards <input type="checkbox"/> AAC devices

Div 3 & 4 School-Based Continuum of Supports			
Universal Supports <small>In class for the benefit of every student</small>			
Programming	Environmental	Sensory	Relationship
<input type="checkbox"/> Classroom calendars <input type="checkbox"/> Study skills/test coaching <input type="checkbox"/> Additional time <input type="checkbox"/> Recorded audio <input type="checkbox"/> Chromebooks <input type="checkbox"/> Google Read & Write <input type="checkbox"/> Slow play video speed/closed captions <input type="checkbox"/> Supportive apps (Solaris-CPL, Libby, calendar, AI for directions and/or steps) <input type="checkbox"/> Chunking assignments/steps <input type="checkbox"/> Visual Timer <input type="checkbox"/> Personal timetables <input type="checkbox"/> Tiered lessons <input type="checkbox"/> Differentiated assessment	<input type="checkbox"/> Testing 'centre' / 'Learning Hub' for spares/support <input type="checkbox"/> Calming visuals <input type="checkbox"/> Seating plan <input type="checkbox"/> Alternative seating <input type="checkbox"/> Tidy & organized space	<input type="checkbox"/> Lighting (dm) <input type="checkbox"/> Access to snacks/ gum/water <input type="checkbox"/> Opportunity for movement breaks (washroom, drinks, walk...) <input type="checkbox"/> Mindfulness activities/visuals (breathing strategies) <input type="checkbox"/> Colouring pages <input type="checkbox"/> School breakout/ calm space <input type="checkbox"/> Ambient music	<input type="checkbox"/> Student leadership (peer tutoring/buddies) <input type="checkbox"/> Check-ins with students/be curious <input type="checkbox"/> Morning greetings/smiles <input type="checkbox"/> "Glad you made it" not "Why are you late" <input type="checkbox"/> TA relationship building activities <input type="checkbox"/> Student checklist (what works/ previous supports) <input type="checkbox"/> Identify safe person <input type="checkbox"/> Access to counselor <input type="checkbox"/> Modeling positive self-talk
Targeted Supports <small>For some students, some of the time</small>			
Programming	Environmental	Sensory	Relationship
<input type="checkbox"/> Tutorials <input type="checkbox"/> Assistive tech <input type="checkbox"/> Chunk content <input type="checkbox"/> Provide audio (instruction and assessment) <input type="checkbox"/> Speech to text <input type="checkbox"/> Live links to docs/websites (ie: CHADD) <input type="checkbox"/> Reading pen <input type="checkbox"/> Learning strategies classes <input type="checkbox"/> SRT meetings <input type="checkbox"/> Streaming <input type="checkbox"/> ELL classes <input type="checkbox"/> Language-specific visuals <input type="checkbox"/> Lanyard visuals	<input type="checkbox"/> Alternative workspace <input type="checkbox"/> Schedule changes based on need <input type="checkbox"/> Alternate supply storage <input type="checkbox"/> Individual or small group support (E.A., DL) <input type="checkbox"/> Individual timer <input type="checkbox"/> Choice boards <input type="checkbox"/> Individual testing area	<input type="checkbox"/> Fidget/focus tools <input type="checkbox"/> Noise-canceling headsets <input type="checkbox"/> Sensory tools <input type="checkbox"/> Rocking chairs <input type="checkbox"/> Movement equipment (bika, treadmill, foot pedals) <input type="checkbox"/> Opportunities to pace <input type="checkbox"/> Scheduled movement breaks	<input type="checkbox"/> Scheduled check-ins (TA/ counseling/DL) <input type="checkbox"/> Binder/Locker organization <input type="checkbox"/> Social skills support <input type="checkbox"/> Feelings wheel <input type="checkbox"/> Success coach <input type="checkbox"/> Distinct supports such as DWW
Individual Supports <small>Provided to specific students only. Not optional strategies and are required for the student to access the space they are in</small>			
<input type="checkbox"/> Modified schedule (ex: Half day) <input type="checkbox"/> Credit recovery <input type="checkbox"/> LSP <input type="checkbox"/> Shared LSP input (parents/students)	<input type="checkbox"/> Accessible desks <input type="checkbox"/> Adaptive equipment <input type="checkbox"/> Safety Plan <input type="checkbox"/> FM system <input type="checkbox"/> Braille <input type="checkbox"/> Wheelchair	<input type="checkbox"/> Connecting with outside supports (Prospect funding, Gateway, Childrens Link, etc)	<input type="checkbox"/> Lifts <input type="checkbox"/> CCTV <input type="checkbox"/> AAC devices <input type="checkbox"/> DL transportation <input type="checkbox"/> RI E.A. full time support

CSSD DDLT Team March 2024

12. Human and Social Development

Our school fosters an environment that supports student's personal growth, responsibility, self-esteem, character and ethical development through daily interactions with teachers and peers. Our guidance department compliments and reinforces these behaviours through various workshops, presentations, activities and celebrations focusing on these traits. The school utilizes guest speakers and visits from university admission representatives to educate and help students with career guidance. Students also participate in various activities organized by the teachers and our Student Life Coordinator aimed at supporting and fostering their personal growth.

Each year we organize an Anti-Bullying Week to raise student's awareness of types of bullying and what they should do if they see someone being bullied. Students may participate in a Bullying Awareness Poster Competition; help create a wall display throughout the school reflecting "Kindness to Others" such as a gratitude tree; and wear pink on 'Pink Shirt Day' to show their support of those who are being bullied.

Our House System also help foster a supportive, inclusive environment by combining students from different grades as well as teachers in each of the 4 houses. This gives house members an opportunity to work together with other students and staff they would not normally interact with, to create a stronger school community as well as promoting teamwork and positive social interactions.

Spirit Day Celebrations are a great way for students to get the chance to take a break from the normal school routine; take part in fun activities with their classmates and teachers; and participate in a healthy competitive environment where cooperation and teamwork are rewarded with points for their houses. This also helps foster healthy living habits by getting the students moving with physical activities and challenges.

Blyth Academy is proud to promote awareness for our students about important dates, events and celebrations in Qatar, Canada and internationally through assemblies, cultural fairs and special events for days such as Qatar National Day as well as International Peace Day.

Blyth Academy has monthly themes within the school. Teachers will use these theme topics to create in class projects or special activities for students. Some Examples of monthly themes are:

- b) School Spirit
- c) Anti-Bullying/Kindness
- d) Goal Setting
- e) Healthy Living
- f) Environmental Stewardship
- g) Ramadan/Giving
- h) Inclusivity/Diversity/Teamwork
- i) Peace

13. School Conduct 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;
- 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.

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
- 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.

14. Health and Safety

Blyth Academy strives to be the safest and healthiest school environment possible. There is a full-time qualified nurse on staff who follows the required Ministry of Health, Civil Defence and Ministry of Education policies and procedures. She keeps daily records of student medical reports for visits to the nurse and/or treatment provided. Yearly medical reports are also completed for all students. Our school undergoes the mandated Civil Defence inspections several times a year. We have emergency procedures in place which all staff have been informed on. We also conduct regular fire and lockdown drills as mandated to help ensure the safety of our students and staff.

The school community is well cared for in terms of safety and security. Regular fire drills occur throughout the year and are recorded by the Head of School. Civil Defence conducts regular inspections as per Qatar regulations and provides the school with recommendations and/or follow up as required. There are lockdown procedures for the school that all staff and students are aware of. The fire drill map and a clipboard with a class list and a red and green attendance card (elementary) are posted in all classrooms. Emergency exits are indicated on the wall by the door in each classroom and there are fire extinguishers throughout the school and in the science lab. In addition to the

emergency procedures, students are also required to sign and out of the premises when arriving or departing with permission from administration or parents. This is recorded in PowerSchool by the receptionist who automatically notifies the parents and homeroom teacher via email.

The School will be committed to implementing all health and safety policies issued by the Ministry of Health and the Ministry of Education and Higher Education.

15. Blyth Academy Transportation/School Bus Policy

Purpose

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

Policy

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

General Information

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

Procedures

Pick-up / Drop-off Points

- Parents/guardians are asked to ensure students are at the pick-up/drop-off points at least 3-5 minutes before the scheduled times.

- Buses will arrive and depart from pick-up/drop-off points at the scheduled times unless there are uncontrollable factors (mechanical problems, inclement weather or student misbehaviour)
- Buses cannot wait for late students or parents/guardians.
- The bus will leave the school at 2:25pm, promptly each day. If students do not arrive on time the bus is required to leave. Parents will need to arrange transportation home on these days.
- A parent or/guardian must collect/meet their child at the designated bus stop for students in grades JK-6
- Students will not be permitted to exit the school bus in the absence of their parent(s)/guardian unless the school is informed (in writing) by parent(s) of an alternative.
- **If a parent/guardian is not present at the bus stop to collect their child, the student will be returned to the school and parents/guardian will be notified to come and pick them up.**
- The school must be informed of any changes to the daily routines, such as parents collecting children from school.
- Parents must give written permission for the following instances:
 - They have an older sibling who will accompany a student home from the bus stop in grades JK-6.
 - Parent(s) approve and give permission for their child to be dropped off at the designated bus stop, and then walk home without a parent/guardian meeting them (grades 5 and up only).

School Bus Roles and Responsibilities

Facilities Manager shall:

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

Bus Driver shall:

- Drive the route provided. Pick up and drop off locations may not be altered without approval from the Facilities Manager, or designate.
- Be responsible for the safety and conduct of the students while they are on the bus.
- Never let anyone else drive the bus assigned to him, unless written authorization has been granted by the Facilities Manager, or designate.

- Undertake trips, other than the assigned daily runs, only with written authorization from the Facilities Manager or designate.
- Report all student misbehaviour requiring disciplinary consideration to the appropriate Administrator.
- Abide by relevant government regulations for driving a bus in Qatar.
- Check each seat on the bus at the end of each bus run to and from school.
- Ensure buses are cleaned after each bus run inside and out, roughly two times a day.
- Ensure Air conditioning is working efficiently. Allow ample time for bus to be cooled and ready to go. This may take 30 minutes or more depending on temperature.
- Buses are kept cool and clean at all times.

Bus Assistant shall:

- Take attendance for every bus run.
- Be responsible for the safety and conduct of the students while they are on the bus.
- Immediately report instances where a student was present in the morning, but absent in the afternoon.
- Manage student behaviour on the bus.
- Report all student misbehaviour requiring disciplinary consideration to the appropriate administrator.
- Perform other relevant duties as assigned

Student' shall:

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

Parent/Guardian shall:

- Support the school in the application of the conditions of the Blyth Academy Student Code of Conduct and Blyth Academy's School Bus policy and procedures for their children while traveling on Blyth Academy school buses. This includes accepting disciplinary action (outlined in Regulations) to students breaking the rules.

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

Rule Violation Procedure

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

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

Transportation fee payments

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

Lost and Found

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

16. 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 their classroom in Block A. Grades 7-12 students will enter through Gate 3 and proceed directly into Block B.

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. Students who arrive after 7:35am must go to reception and get a "late slip" before proceeding to class.

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.



- Reception will update PowerSchool for late arrivals

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

17. Facilities, Technology and Teaching Aids

Infrastructure, Materials Distribution and Resource Availability and Distribution

Blyth Academy is fenced-in and has a gated yard and several maintained buildings and facilities. Each classroom is furnished with age-appropriate furniture to support the student’s educational needs. In addition to this, the school provides various facilities to support student’s cultural and physical

education needs. Given the student age range in our school program (K12), Blyth Academy provides various sizes of desks, tables, and chairs to suit the demand of each classroom. The elevators and ramps installed on the school grounds make it accessible to all.

The maintained classrooms and the outdoor areas such as the front basketball court, the two sports fields, and the two courtyards are well-equipped to allow for other non-classroom activities to take place. Some physical education classes, classroom activities and various school wide events often take place in the school outdoor spaces. Outside recess and lunch breaks also take place outside in the play spaces. All student breaks are closely supervised by teachers or other designated staff each day.

Blyth Academy continues to integrate technology in the classroom by providing Promethean interactive boards, internet, desktop computers, and the implementation of the “Bring Your Own Device” program, taking into consideration local laws and customs regarding internet uses. Blyth Academy has one computer lab with 24 desktop computers in the lab for use during scheduled computer classes for grades 7-12. The Lab is supervised and maintained by an ICT teacher and our IT manager. As well, we have a class set of iPads and three computer carts that house 20-25 laptop computers for student use. Specific teachers oversee and monitor the use of these laptops. The IT manager is also responsible for maintaining the technology infrastructure and troubleshooting issues as they arise.

The school library contains resources and references appropriate to the needs of the students, teachers, and staff. Books are aligned with the Alberta curriculum and local Qatari customs and regulations. Elementary classes visit weekly for a thirty-minute block and can also visit during break time to exchange or renew books. Junior and Senior High students do not have designated library times but have ongoing daily access whenever needed. The school also provides a variety of e-textbooks for students to use in their courses of study for Junior and Senior High. Primary and elementary classes are encouraged to participate in home reading. K-3 classes have subscriptions to Reading Eggs and grades 4-6 Literacy Pro for online literacy support for the classroom and independent home reading time.

The Facilities and Maintenance Manager oversees the school buildings and grounds to ensure they are maintained properly. Blyth Academy always has a facilities and maintenance team available during academic sessions to also ensure clean facilities and a healthy and safe learning environment. They have a break room available for their use. Gated entrance to the school is protected around the clock by trained and professional guards and security. Students are greeted each morning at the gate by the security who maintain a safe procedure for drop off and pick up of students. They also monitor the traffic flow and safety and report any issues to the Head of School as they arise.

Modern Technology

Technology plays an important role in driving instruction at Blyth Academy and ties directly to the school’s mission statement in “providing accessible, experiential, progressive learning experiences that prepare students for academic success”.

To ensure students and teachers are provided with the necessary resources, Blyth Academy provides:

- One computer labs
- A class set of iPads

- Multiple laptop carts for all grade levels
- Encouragement for students to BYOD (bring your own device)
- Classrooms with enhanced internet connections; promethean interactive boards and projectors, and new desktop computers.
 - Use of Google Classroom to support teaching and learning
 - Upgrade Internet Speed
 - Upgrade Wifi network to get more Coverage
- Students in the elementary program have technology integrated with core subject areas. Students are taught digital citizenship and online safety.
- Grades 7-9 students the ability to participate in coding, computer technology classes and a robotics program that allows them to build and program robots
- Senior high school students with an option to take Computer Technology and other technology offerings.

This hands-on approach to learning allows students to explore and be engaged in technology in practical, realistic scenarios.

To provide students with supportive tools, resources, and technologies, all of our teachers use Google Classroom on a regular basis to communicate with students, promote inquiry-based instruction, foster cooperative learning, and meet special learning needs for those individual students needing further support. At the JK/SK level, Class Dojo is used to help with parental communication, classroom transparency and positive reinforcement.

18. Quality Assurance

Alberta's Ministry of Education's Programs of Study, the approved curriculum resources, the provincial standardized assessment documents as well as the external grading by Alberta Education, together form the framework of references for the instruction. The evaluation, supervision, and feedback given, are provided from final standardized examination results, annual on-site visitations and accountability surveys. The results are then released to the school in an annual Accountability Pillar Report* which is summarized in the Three-Year Educational Plan. *This report is available in Head of School's office as well as on the school website <https://blythacademyqatar.com/information/>.

Blyth Academy also accesses all documentation and resources approved and required by the Qatar MoE for their Arabic, Islamic Studies and Qatar History curriculum. Blyth Academy undergoes regular formal school visits, observations and inspections by an Education Consultant from Qatar Ministry of Education's Private Schools Affairs (PSA). Annual parent, student and staff surveys from the MoE Qatar are also conducted. The feedback reports from the PSA, as well the annual School Report Card, are used to develop school improvement plans. Both sets of curricula operate under a model of delivery with measures for Blyth Academy's self-reflection that leads to continuous improvement in teaching and learning.

The Accountability Pillar in Alberta measures, are strategically set into an annual survey and are organized into seven categories which reflect dimensions of education of importance to parents and the public:

- Safe and caring learning environments
- Quality student learning opportunities
- Excellence in student learning achievement
- Preparation for life-long learning, employment, and citizenship
- Involvement
- Continuous Improvement

The Accountability Pillar Survey includes:

- Concise sets of performance measures that address key outcomes
- Results for performance measures calculated by Alberta Education using consistent methodologies,
- Standard methodology to evaluate results in a fair and transparent manner
- Consistent, accessible data reports

An Alberta Accreditation Team conducts an annual site visit as part of the quality assurance process for the school. Parent, teacher, and student surveys are also conducted as part of the overall monitoring system for evaluating programs, policies, procedures, as well as student and staff performance. The Alberta surveys are set up internally and conducted electronically. The Alberta Ministry of Education's AERR surveys are conducted at the end of the school year. Hard copies of the surveys are sent and administered to randomly selected staff, parents, and students. Alberta Education and Alberta's Ministry of Education send the surveys to be completed anonymously by students, staff and parents. The results of all surveys are reviewed, analyzed and the information is then used to develop our annual action and educational plans.

We have also started tracking internal exam results and record marks on an excel sheet. This will provide a more detailed tally of results information in order to enable us to better plan for student's course delivery.

19. Reliability/Accreditation

Qatar National School Accreditation

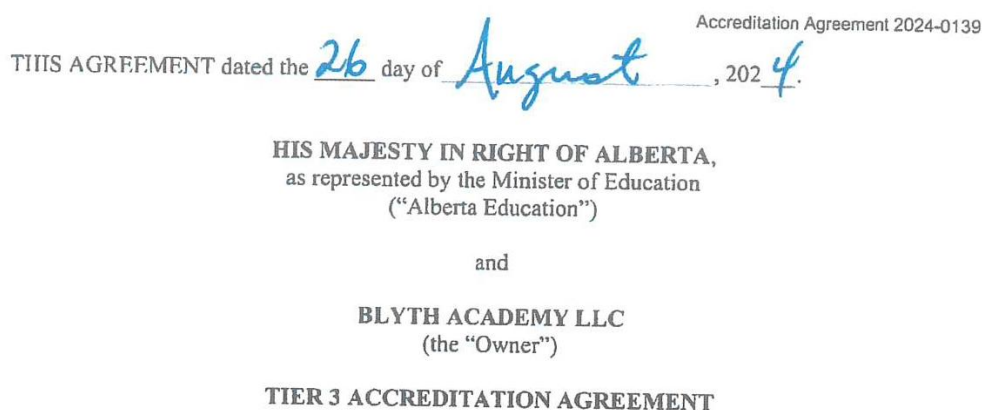
In April 2025, Blyth Academy was granted a 3-year accreditation from the Qatar National School Accreditation team of SEC's Evaluation Institute.



Alberta Accredited International School

The school applied for accreditation in December 2010 after several years of exploring and expanding the Alberta Program of Studies. After three years of pre-accreditation in the 2010/2011, 2011/2012, and 2013/2014 school years, the school was successfully staffed with Alberta credentialed teachers or with those whose credentials met Alberta standards. Qatar Canadian School (QCS), now Blyth Academy, became fully accredited in the 2012/2013 (with an interim year again in pre-accreditation) and then with a return to accreditation for 2014/2015 through 2020-2021.

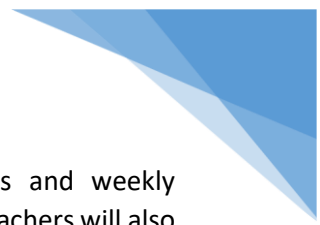
Please see an excerpt from our Alberta Accreditation Document below. The full Accreditation Document is available in both soft and hard copies at Blyth Academy for further reference and/or review.



20. Stakeholder and Community Engagement

It has always been important for Blyth Academy to ensure there is involvement and clear communication between the school and parents. There are various means both formally and informally to ensure that this occurs which include verbal, electronic, and paper methods. The school's website introduces parents to its mission and vision statements, learning objectives, and the school policies. Students and parents are greeted every morning by school leaders and often chat informally with them.

Furthermore, the school follows an "open door" policy whereby parents are welcome to discuss issues, give opinions and offer suggestions or ideas. Administration takes their concerns seriously, and ensures they are dealt with immediately. In September the first informal meeting for parents occurs, a "Meet the Teacher/Curriculum" evening. It gives parents an opportunity to communicate with the school administration, teachers and other staff. It also provides an opportunity for teachers to meet the parents of their students and give them some pertinent curriculum and classroom routine information.



In addition, parents are kept informed about their children’s learning progress and weekly assignments through PowerSchool Parent Portal and Goggle Classroom. Some JK/SK teachers will also use Class Dojo.

As well, the School communicates with parents through a weekly newsletter, Blyth Life that provides them with an array of important information. It keeps parents and students informed on upcoming events, what’s happening in the school and classrooms throughout each week and a variety of other useful information. It also includes notes about upcoming (or past) special events, university fairs and registration for high school students.

Parents are encouraged at Blyth Academy to be involved, participate, and attend various school events. As such, the school organizes events such as an annual Celebration of Peace assembly, National Day Awards Ceremony, Cultural Days and concerts.

Regular Town Hall meetings are held with the CEO, Managing Director and Administration.

Parents also contribute to the School Advisory Council (SAC), which is comprised of a group of stakeholders representing teachers, students, parents and the Head of School and Deputy Head of School. They meet on a bi-monthly basis to work collectively in discussing ways to enhance the school community and discuss any issues arising.