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Adopted	June 7, 1999
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

In 1994, Alberta Education established Charter Schools to encourage innovative approaches to student learning within the public school system. Charter Schools are expected to offer unique educational programs, teaching methods, or learning environments.

Policy Statement:

VISION STATEMENT: Aurora Charter School is the best choice for traditional public education in Alberta.

Guidelines:

Aurora School will provide a traditional approach to student learning. Aurora School’s program will be knowledge-based, systematic, sequential, and will provide an enhanced curriculum. This will be done in whole-group, teacher-led classrooms, supported by a structured and disciplined learning environment. From this learning context, Aurora School will provide innovative ways to address student learning.

Accountability:

Monitored annually by the Board of Directors.

References:

Aurora School Charter

Adopted	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

A clear statement of purpose is critical for the effective and efficient operation of a school. The mission statement defines the purpose of the school and assists with setting objectives and making decisions. The *Education Act* requires that charter schools have a mission statement.

Policy Statement:

MISSION STATEMENT: Provide an orderly and structured environment, with properly sequenced teacher-directed instruction and strong home/school partnerships, where average children can excel in an academically oriented program.

Accountability:

Monitored annually by Board of Directors.

References:

Aurora School Charter

Issue Date	June 15, 2015
Effective Date	June 15, 2015
Revision Date	
Review Year	2020

ROLE OF THE BOARD OF DIRECTORS

Background/Purpose

The Board of Directors (Board) of Aurora School is established pursuant to the *Education Act* and the school's Charter to govern the affairs of the school. Its function is similar to that of a Board of Trustees of a non-Charter public school jurisdiction.

Policy Statement

The Board, as a representative of the parents and other stakeholders of the school, is a governing decision-maker and direction-setter. The Board integrates information from many sources; processes that information; evaluates it and makes a decision compatible with the school's beliefs, values and goals as reflected in its Charter and "Foundations and Philosophy" policy statements.

Guidelines

In accordance with law, Alberta Education directives, the school's Charter, school community expectations, and in support of the school's Mission Statement, the Board's role includes the following functions:

- a) representing the interests of the school community and reflecting the values of that community in its decision making;
- b) serving as an advocate for and steward of the school;
- c) setting priorities and policies to provide leadership and overall direction for the school;
- d) allocating resources for the school to fulfill its responsibilities;
- e) monitoring the implementation of policies;
- f) evaluating the results achieved by the school;
- g) reporting the results achieved to its public;
- h) serving as a communication bridge between the school community and the administration and staff;
and
- i) hiring and evaluating the Superintendent of Schools.

Issue Date	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

To provide direction for realizing the Vision, Mission and Philosophy of Aurora School.

Definitions:

Goals are broad statements of the major priorities of the school. They assist the Board, the administration and the staff to discharge their responsibilities in a direction that meets the mandate of Aurora School. Objectives are more specific statements of the desired outcomes Aurora School wishes to achieve.

Policy Statement:

The Aurora School Board supports the Student Learning Outcomes of Basic Education in Alberta. In addition, the Board supports the Goals of Aurora School as stated in the Aurora School Charter:

Aurora School Charter Goals

1. To have an enhanced language arts program
2. To have an enhanced mathematics program

The primary student learning outcomes of Aurora School are:

1. that students, on average, are reading above grade level in Language Arts.
2. that students, on average, are achieving above grade level in Mathematics.

Accountability:

Monitored annually by the Board of Directors.

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Review Year	2020

POLICY DEVELOPMENT

Background

Board Policies provide the administration and staff with a framework within which to discharge their responsibilities and duties in order to achieve the outcomes sought by the Board of Directors (Board) pursuant to the School's Charter. Policies also serve as a source of information and guidance to all that may be interested in or concerned with the school.

This process of governance is accomplished through three interrelated components:

1. Board Policies are statements of intent, beliefs, expectations and principles regarding areas of Board responsibility, adopted by the board to guide actions. They guide the desired operation of the school by creating a framework for the superintendent and staff to carry out their responsibilities.
2. Board Governance Policies are statements that establish the expectations and directions for the Board's own, internal operation. This policy on Policy Development is a Board Governance Policy.
3. Administrative Regulations are the guidelines, directions, procedures and assignment of responsibilities established by the Superintendent of Schools (Superintendent) in order to implement Board Policies and achieve desired outcomes for operation of the school. They set out the guidelines, practices, procedures, and requirements for implementation of Board Policies.

Purpose

To provide clarity about the Board's governance role by establishing a consistent process for addressing the legislated requirement for the Board to establish policies respecting the provision of educational programs and services affecting student learning and school operation.

Policy Statement

The Board is responsible for the development of policy, which governs the operations of Aurora School. Written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the school. In governing, the Board will endeavour to make policy decisions that are student centred. All policies are approved by Board motion.

The policies of the Board shall be framed and interpreted in a manner consistent with the Aurora School Charter and all relevant legislation.

Guidelines

1. The decision to initiate a policy change, that is, the development of a new policy or the review of an existing Board Policy that may result in policy affirmation, amendment or rescission, resides with the Board.
2. The Board may at any time adopt new or revise existing policy to:
 - a. comply with legislative requirements;
 - b. give substance to the Board's vision, mission and priorities;
 - c. provide the Superintendent with parameters for the effective operation of the school and to inform and guide actions of staff;
 - d. provide the Board with parameters for effective governance; and

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- e. articulate the school's culture and communicate its values and philosophy to students, parents and the public.
3. All Board Policies shall:
 - a. conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act*, and other relevant provincial and federal legislation;
 - b. consider the best interest of students;
 - c. support the Board's vision, mission and priorities;
 - d. be consistent with other Board Policies;
 - e. create a framework within which the Superintendent can exercise professional judgment in discharging responsibility for the administration of the school;
 - f. be capable of implementation, review and evaluation.
 4. All Board Policies shall have a consistent format and the following sections as appropriate:
 - a. Background/Purpose: a statement indicating the intent and rationale for the policy;
 - b. Definitions: definitions of terminology used specific to the understanding of the policy statement;
 - c. Policy Statement: statements of belief, values and philosophy or approach;
 - d. Guidelines: statements of specific expectations, outcomes or results to be achieved by the Board itself or by the Superintendent and the staff;
 - e. Accountability: a statement of how the effectiveness of the policy implementation will be measured and reported to the Board; and
 - f. References: a listing of references pertinent to the understanding of the policy such as related legislation, policies and administrative regulations.
 5. All policies will be reviewed on a five-year cycle basis.
 6. Stakeholders may, at any time, request through the Superintendent or Board Chair that the board give consideration to the development of new policy or to an amendment to an existing policy.
 7. The Board may, at any time, suspend a policy.
 8. The Board may, under exigent circumstances, invoke a new policy without the customary three readings.
 9. The Board will form a Policy Committee to assist the Board in policy development, revision and/or review, and will set suitable procedures to allow for input from all stakeholders.
 10. In exigent circumstances, the Superintendent may take immediate action in the absence of policy direction. At the next meeting of the Board, the action taken shall be confirmed, modified, or rejected as an appropriate future action.
 11. The Superintendent shall be responsible for establishing and maintaining Administrative Regulations in the form of written directives, procedures and assignments of responsibility that direct the implementation and achievement of desired outcomes of Board Policies.

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12. All Administrative Regulations shall:
 - a. conform to the *Education Act* and regulations, policies and orders issued under the authority of the *Education Act* and other relevant provincial and federal legislation;
 - b. support the Board's vision, mission and priorities;
 - c. consider the best interest of students;
 - d. be consistent with other relevant Board Policies and Administrative Regulations;
 - e. be capable of implementation, review and evaluation;
 - f. be developed and reviewed with appropriate consultation and collaboration; and
 - g. clearly assign responsibilities by function, department or position title to ensure accountability for implementation.

13. All Administrative Regulations shall have a consistent format and the following sections as appropriate:
 - a. Objective: a statement indicating the intent and rationale for the regulation;
 - b. Definitions: definitions of terminology used specific to the understanding of the administrative regulation;
 - c. Responsibility: statements assigning responsibility for specific aspects of implementing the administrative regulation;
 - d. Regulation: the rules that shall or may be followed by staff, students, parents or others.
 - e. References: a listing of references pertinent to the understanding of the administrative regulation such as related legislation, policies and administrative regulations.

14. The Superintendent shall inform the Board of new Administrative Regulations or substantive changes to existing regulations before the regulation is made public.

15. The Superintendent shall be responsible for establishing and maintaining a plan to ensure that board members, employees, students, parents, and any other interested individuals or groups have access to Board Policies and Administrative Regulations.

Procedures

A. Review of Current Policies

1. In September of each year, the Superintendent will advise the Board and all stakeholders of those policies that, pursuant to the five-year review cycle, are under review during the current school year.

2. Policies under review will be discussed by the Policy Committee which shall:
 - a. recommend that the policy continue in force;
 - b. recommend that the policy be deleted because it is redundant;
 - c. make minor wording and formatting amendments that do not change the substance or intent of the policy; or
 - d. advise the board that significant changes in substance or intent are necessary. In this case, procedures as outlined in Section B will be followed.

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Review Year	2020

B. Policy Development and Policy Amendment

1. The steps in policy development or amendment that will normally be followed are:
 - a. Proposed policies or policy amendment will be developed under the direction of the Board by the Policy Committee. The Policy Committee may meet with stakeholders as part of the development process.
 - b. Proposed policy or policy amendment will then be referred to the Board.
 - c. If accepted in principle by the Board at first reading, the Superintendent will refer the proposed policy or policy amendment for feedback to:
 - i. School Council. This will be done through notification at the Council's regular meeting and by providing copies of the policies or amendments at the school office.
 - ii. Staff. This will be done through notification in the staff room and providing copies of the policies or amendments at the school office.
 - d. Comments and/or suggestions should be submitted to the Superintendent at least one week before second reading.
2. Comments or suggestions on a proposed policy or policy amendment submitted to the Superintendent will be forwarded to the Policy Committee for discussion.
 - a. Changes to any proposed policy or policy amendment arising from comments and/or suggestions will be recommended by the Policy Committee. Any such changes will be submitted to the Board for consideration at the time of second reading.
 - b. After the second reading, the Board may give the proposed policy or policy amendments a third reading (final approval).
 - c. If the Board feels that major changes are still required after the second reading, the board may recommend stakeholder feedback again before third reading.
3. If the proposed policy or policy amendment is not approved by the Board, the Board may:
 - a. approve the policy in its original form;
 - b. amend the policy and then move approval of the amended policy;
 - c. refer the policy to the Policy Committee with instructions for reconsideration;
 - d. take no further action.

C. Administrative Regulations

1. The Superintendent reserves the authority and responsibility for the preparation and approval of all Administrative Regulations.
2. The Superintendent is responsible for establishing and maintaining a plan for Administrative Regulation development and the ongoing review and renewal of Administrative Regulations.
3. In September of each school year, the Superintendent will advise the Board and all stakeholders of those Administrative Regulations that, pursuant to the five-year review cycle, are under review during the current school year in conjunction with the policy review cycle.

Issue Date	June 15, 2015
Effective Date	June 15, 2015
Revision Date	
Review Year	2020

ACCOUNTABILITY

Background/Purpose

One of the Board of Directors' (Board) functions is to ensure that the Aurora School is accountable to its stakeholders in accordance with the school's Charter. Board Policies provide the administration and staff with a framework within which to discharge their responsibilities and duties to achieve the Board's desired outcomes. Maintaining accountability for outcomes and performance in this framework is enhanced by establishing a structure for systematically monitoring the school's operation. This policy on Accountability is a Board Governance Policy.

Definition

Accountability means accepting responsibility, providing information about and answering for one's actions.

Policy Statement

Organizational accountability will be ensured by the Board receiving and reviewing systematic, timely information from the Superintendent on the performance of the school and organization.

Guidelines

1. The Board will provide direction to the Superintendent through policies which define organizational results to be achieved and operational conditions and actions to be accomplished.
2. The Superintendent is responsible for all matters relating to the overall operation of the school, within the policy framework provided by the Board. In this regard, all employees are considered to report directly or indirectly to the Superintendent.
3. The Board will determine organizational performance based on a systematic monitoring process.
4. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan/mandate directions.
5. If conditions warrant it, the Board may monitor any policy at any time.
6. The Board will acquire monitoring data on policy performance by any of the following:
 - a) Internal report, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress;
 - b) External review, in which an external party selected by the Board assesses compliance or reasonable progress;
 - c) Inspection, in which the Board or a committee of the Board assesses compliance or reasonable progress, based on specified criteria.

Issue Date	June 15, 2015
Effective Date	June 15, 2015
Revision Date	
Review Year	2020

ROLE OF THE BOARD OF DIRECTORS

Background/Purpose

The Board of Directors (Board) of Aurora School is established pursuant to the *Education Act* and the school's Charter to govern the affairs of the school. Its function is similar to that of a Board of Trustees of a non-Charter public school jurisdiction.

Policy Statement

The Board, as a representative of the parents and other stakeholders of the school, is a governing decision-maker and direction-setter. The Board integrates information from many sources; processes that information; evaluates it and makes a decision compatible with the school's beliefs, values and goals as reflected in its Charter and "Foundations and Philosophy" policy statements.

Guidelines

In accordance with law, Alberta Education directives, the school's Charter, school community expectations, and in support of the school's Mission Statement, the Board's role includes the following functions:

- a) representing the interests of the school community and reflecting the values of that community in its decision making;
- b) serving as an advocate for and steward of the school;
- c) setting priorities and policies to provide leadership and overall direction for the school;
- d) allocating resources for the school to fulfill its responsibilities;
- e) monitoring the implementation of policies;
- f) evaluating the results achieved by the school;
- g) reporting the results achieved to its public;
- h) serving as a communication bridge between the school community and the administration and staff;
and
- i) hiring and evaluating the Superintendent of Schools.

Adopted	May 25, 2006
Revision Date	November 18, 2020
Review Year	2026

Background/Purpose:

Engagement with Stakeholders is a primary goal of the Aurora School Board. The following protocols recognize the importance of clear engagement and communication through the correct channels.

This policy is in place to:

1. provide a framework that outlines who should communicate with whom, when they should do so, and the scope of communication with attention to potential conflict of interest and confidentiality;
2. ensure clear and consistent protocols for all Directors to prevent any miscommunication or damage to stakeholders’ and Directors’ confidence; and
3. respond to requests for information or reporting.

Board communications are:

1. a clear and united message, through the Board Chair, unless otherwise delegated;
2. only on issues within the scope or authority of the Board;
3. considerate of the Board’s responsibility to the public;
4. consistently aligned with Aurora School policies and processes;
5. considerate of confidentiality obligations.

Policy Statement:

In recognition of Aurora School’s mission, vision and values, the Communication Protocols for its Board of Directors supports the transparency of practices, expectations and roles. Clear, consistent processes are critical to ensuring effective, consistent messaging with stakeholders in accordance with Aurora School’s mission, vision, and values.

Guidelines:

1. Formal Board Communications

- a. The Superintendent, or delegate(s), communicates on behalf of, and represents the Company and Aurora School.
- b. The Board Chair communicates on behalf of, and represents the Board of Directors of the Company.
- c. Individual members of the Board of Directors refer all enquiries to the Board Chair and Superintendent. This applies to event invitations, media, public, management, staff and other stakeholder requests and communications.

2. Informal Board Communications

- a. Individual Directors will inevitably and legitimately have informal communications with stakeholders, including staff, parents/guardians, and other stakeholders. In all these instances, it is incumbent upon Directors to be explicitly clear that they are communicating in a personal capacity and not in a Board capacity.
- b. If specific operational issues arise, It is appropriate for the Director to direct the individual to the appropriate communication channels in accordance with Board Policy 2035.

Adopted	May 25, 2006
Revision Date	November 18, 2020
Review Year	2026

4. Media Relations

- a. In the interest of keeping Directors aware of issues involving the Company, the Board Chair and Superintendent will ensure that they receive relevant media and other communication on the Company’s activities and business.
- b. In instances where the issues are high profile or contentious, the Board Chair and/or Superintendent will ensure that Directors receive key messages at an appropriate time via email.
- c. Directors will refer any requests for media interviews to the Board Chair and Superintendent.
- d. Media requests for information may require a timely response and will be handled on a priority basis.
- e. The Board Chair and Superintendent may be required to respond during a crisis situation.
 - i. The Emergency Response Plan outlines overall organizational protocol in emergency situations.

4. Social Media

- a. Social Media refers to online tools that provide individual users and/or organizations with the ability to create and share content with online communities. This could include, but is not limited to Facebook, Twitter, video/photo sharing sites such as Instagram, YouTube, blogs, etc. Aurora’s website and social media platforms will enhance engagement with stakeholders.
- b. The Superintendent will ensure that use of social media on behalf of Aurora School will reflect the principles outlined in this policy and in accordance with the Aurora School brand.

5. Considerations for Board and Staff Communications

- a. Communication between the Board and staff should be carried out with recognition of the distinct reporting relationship between the Board and the Superintendent as its only employee.
- b. In Board Meetings there are two situations that arise involving Director/staff communication.
 - i. The first is where an agenda item is identified with a staff member other than the Superintendent as the presenter. In this case, questions to and/or dialogue with the named staff are appropriate. The Board Chair, or the staff in question, should redirect questions that go clearly beyond the topic being presented, to the Superintendent or person delegated on a specific subject.
 - ii. The second situation involving general discussion will see questions to staff being directed through the Board Chair. The Board Chair will normally refer the questions to the Superintendent who may respond directly, may request a response from staff or may defer a response if internal discussion or decisions are required. The Board Chair may also defer a response based on his/her responsibility to ensure the effectiveness of the meeting.

Accountability:

Monitored every five years by Board of Directors and Superintendent.

References:

*Education Act
Alberta Charter Schools Regulation
Aurora School Ltd. Charter*

Issue Date	June 16, 2014
Revision Date	October 16, 2017
Review Year	2020

Background/Purpose:

All members of the school community should understand their roles and responsibilities in relation to properly addressing concerns.

Policy Statement:

Procedures should be in place to facilitate open dialogue among stakeholders (including parents, staff, administration and Board) in order to foster effective means of communication. Issues should initially be dealt with at the level at which they occur. Questions or concerns should generally be in writing.

Guidelines:

In order to ensure proper and ethical communication, it is important that you speak directly with the person with whom the concern has arisen. If you are unsatisfied with the person’s response, you should then address your concerns with that person’s direct supervisor.

1. If you have a question or concern regarding the actions/decisions of a staff member, you should discuss the matter with the staff member directly. If the matter is not satisfactorily resolved at this level, you may then discuss it with the Principal.
2. If you have a question or concern regarding the actions/decisions of the Principal, you should discuss the matter with the Principal directly. If the matter is not satisfactorily resolved at this level, you may then discuss it with the Superintendent.
3. If you have a question or concern regarding the actions/decisions of the Superintendent, you should discuss the matter with the Superintendent directly. If the matter is not satisfactorily resolved at this level, you may then discuss it with the Board Chair.
4. If you have a question or concern regarding the actions/decisions of the Board, you should discuss the matter with the Board Chair directly. If the matter is not satisfactorily resolved at this level, you may then discuss it with the Superintendent and Board Chair.
5. If you have a question or concern regarding the actions/decisions of the School Council, you should discuss the matter with the School Council Chair directly. If the matter is not satisfactorily resolved at this level, you may then discuss it with the Principal(s). If the matter is not satisfactorily resolved at this level, you may discuss it with the School Council Chair and the Principal(s).
6. If you have an issue or concern and are unsure about who to contact, please direct your enquiry to the Board Secretary.

Accountability:

Review by Board of Directors at three year intervals.

Issue Date	October 2, 1997
Revision Date	May 15, 2017
Review Year	2020

Background/Purpose:

This Code of Conduct applies to Members of Aurora School in their interactions with staff, students and other Members.

Definitions:

“Members” means:

- a. Members of the Aurora School Board of Directors;
- b. Members of the Aurora School Council; and
- c. Parents and Guardians of Aurora students

Policy Statement:

Aurora School expects Members to conduct themselves ethically and professionally. The school does not tolerate bullying, intimidation, or harassment towards its administrators, staff, students, volunteers, other Members, or any other member of the school community.

Guidelines:

- 1. Members are expected to be actively involved in their child’s school work and progress, encourage and assist their child in following all the school rules, and assist school staff in dealing with disciplinary issues involving their child.
- 2. Members are expected to be courteous and respectful in their communications with administrators, staff, and other Members.
- 3. Members must declare and avoid any conflict of interest.
- 4. Aurora School may deny access to school property to Members who engage in unacceptable conduct.

Accountability:

Monitored annually by the Superintendent and Board of Directors.

References:

Education Act

Issue Date	September 4, 2019
Revision Date	August 18, 2020
Review Year	2024

Objective:

To support Board Policy on Code of Conduct for Parents/Members. A member is a parent or guardian of a child attending Aurora School and herein referred to as the Parent.

Definitions:

“Members” may also means:

- a. Members of the Aurora School Board of Directors;
- b. Members of the Aurora School Council; and
- c. Parents and Guardians of Aurora students

Responsibility:

School Principals

Regulation:

Aurora School expects parents to conduct themselves ethically and professionally. The school does not tolerate bullying, intimidation, or harassment towards its administrator, staff, students, volunteers, other parents, or any other member of the school community.

Parents are not permitted to disturb or interrupt teaching and other school proceedings, including those pertaining to instruction and/or supervision of students at school or school-related activities. If a parent wishes to have a detailed discussion about their child with a teacher, it is required that an appointment be made with that teacher or other faculty member in advance. This process is to ensure the teacher or faculty member can prepare and allow time for thorough discussion and scheduling.

Parents are welcome to wait in the school lobby area and check-in with the school receptionist or secretary for appointment(s) with staff. Please do not enter classrooms or move about the school hallways during school hours to assure security and safety for our students and staff.

If a parent has concerns with the services provided by the teacher to a child, the first discussion should be with the teacher after scheduling an appointment with the teacher. If concerns continue after discussion/meeting with the teacher, then the principal may be contacted by the parent.

At times, teaching and learning sequences may involve online/virtual sequences with teachers and students. At no time are any online/virtual learning sequences to be recorded by anyone. No sound or images are to be recorded at any time by anyone. This is protect the privacy of all individuals, both students and staff involved in any online learning process.

Teaching and learning situations, either at school or online are private events between the teacher and the students, and all students and staff deserve privacy as mandated by FOIP Act legislation. Parents are not to participate or watch lessons at any time unless specifically invited to do so by the teacher for a very specific situation or time frame. Again, at no time should any teaching and/or learning sequence be recorded whether online or in-person.

Issue Date	September 4, 2019
Revision Date	August 18, 2020
Review Year	2024

Persistent criticism of or interference with school programs, teacher performance, or interaction with students or staff that is unwarranted and/or unsubstantiated will not be tolerated.

The principal shall:

1. Provide parents with a copy and electronic access to the publicly posted Code of Conduct for Parents/Member.
2. Investigate all complaints of bullying, intimidation, or harassment towards its administrators, staff, students, volunteers, other parents, or any other member of the school community.
3. If it is determined through this investigation that a parent has not adequately followed BP 2040 Code of Conduct for Parents/Members, the principal will:
 - a. Make every reasonable attempt to meet with the parent.
 - b. Try to elicit the parents’s help to reach a satisfactory resolution.
 - c. If satisfactory resolution cannot be reached or if the behavior(s) persists, the principal according to the Education Act, may ban the parent from the school. This must be done in writing, and inform the parent that they are acting in contravention of the Education Act. This decision must be made judiciously and with reasonable care.
 - d. This decision may be appealed to the superintendent in writing.

References:

BP 2040 Code of Conduct for Parents/Members
Education Act

Issue Date	September 29, 2005
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Code of Ethics and Code of Conduct policy applies to all non-teaching staff of Aurora School.

Policy Statement:

Non-teaching staff of Aurora School are expected to display ethical and professional conduct. This commitment includes the proper use of authority and appropriate decorum in group and individual behaviour when acting as representatives of Aurora School.

Guidelines:

1. Non-teaching staff must represent loyalty to the interests of Aurora School.
 - a. This loyalty supersedes the interests of advocacy or special interest groups.
2. Non-teaching staff must avoid any conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any non-teaching staff and Aurora School, except as procedurally controlled to assure openness, competitive opportunity, and equal access to otherwise "inside" information.
 - b. Non-teaching staff must not use their positions to obtain for their family members employment with Aurora School.
3. Non-teaching staff do not have the authority to exercise individual authority over the organization except as explicitly set forth in Aurora School policies or bylaws.
 - a. Non-teaching staff interacting with the Principal(s), Superintendent, and other staff must recognize the lack of authority in any individual person or group of persons, except as noted above.
 - b. Non-teaching staff interaction with the public, press, or other entities must recognize the same limitation and their inability to speak for Aurora School.
 - c. Non-teaching staff will make no judgements of the Principals', Superintendent's or other staff member's performance except as the performance is assessed against explicit Aurora School policies or bylaws by the official process.
4. Non-teaching staff cannot use Aurora School information for their own direct benefit or advantage. This requires that such information be kept confidential whenever required in the best interest of Aurora School.
 - a. That part of a meeting wherein financial information, negotiation strategies, or personal matters may be disclosed shall be kept confidential. The proceedings of any meeting of Aurora School or of any committee which are conducted in private – or any records – shall be kept in confidence by all non-teaching staff of Aurora School.
5. Non-teaching staff will deal with outside entities or individuals, with members, and with all staff in a manner that reflects fair play, ethics, and straightforward communication.
6. Non-teaching staff members must strive toward absolute integrity in their relationships with parents and staff. They must not knowingly or carelessly by omission or commission misinform or mislead, withhold information that should be disclosed, or do anything else to cast doubt upon the honesty, integrity, or motives of any individual within the school community.

Issue Date	September 29, 2005
Revision Date	October 13, 2015
Review Year	2020

7. Non-teaching staff shall meet expectations as reasonably required by school authorities, and they shall meet contractual obligations unless released by mutual consent or according to law.

8. Non-teaching staff will treat students in a professional manner.
 - a. Non-teaching staff will interact with students in a manner that respects the rights and dignity of all without prejudice.
 - b. Non-teaching staff, unless in the best interests of the student or as legally required, may not divulge confidential information received during their duties.

9. Non-teaching staff will dress in a professional manner.

Adherence to this code is required for employment and serves to assure confidence in the employees of the Aurora School Ltd.

Issue Date	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

All members of Aurora School Board committees are responsible to the membership they serve. It is the responsibility of the Board member/committee member to conduct his/her business and financial affairs in a manner which will not impair the public trust.

Definitions:

In this policy "pecuniary interest" has the meaning described in the Education Act.

Policy Statement:

The *Education Act* provides that a Board member shall disclose any pecuniary interest and abstain from discussing and voting on certain matters. Every member of the Aurora School Ltd. who has directly or indirectly any interest in any contract or transaction or in any business or undertaking, which provides supplies or services of any kind to Aurora School Ltd., shall declare his/her material interest in the forgoing. He/she then will absent him/herself from discussion and voting on such contract or transaction.

Guidelines:

1. If a member has made a declaration in compliance with the above provisions and he/she has not voted in respect of the contract or transactions, and if he/she has acted honestly and in good faith, he/she is not accountable to the Board for any profit or gain realized and the contract or transaction is not voided.
 - a. The above provisions apply to the members of the various Committees of the Board of Directors. Each committee member in order to make sufficient disclosure is required to do so not only to the committee members, but also to the Board of Directors in writing. Where possible, this disclosure should take place prior to Board or committee discussions of the subject matter, which may place the member in conflict of interest.
 - b. All nominees for election or appointment to committees of the Board of Directors or representative on affiliated groups, including the School Council shall declare in writing all possible potential conflict of interest. These shall be made known to the Board of Directors prior to election/appointment.
2. A conflict of interest shall exist where a member of the Board of Directors or any of its committees is privy to information that may be construed to be confidential and of benefit to that individual or any organization with which he/she may be associated. In such situations a member shall be required to give an undertaking that such information be kept confidential.
3. Nothing in this section shall prevent a member from briefly stating his/her position or interest in the matter or from answering relevant questions from other members.
4. This policy is subject to the Aurora School bylaws and all relevant legislation, including the *Education Act* and the *Companies Act*.
5. It shall be the responsibility of the Board or committee secretary to record in the minutes the member's declaration.
6. The Board of Directors shall have the final authority in any disputed conflict of interest.

Issue Date	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Accountability:

Board Members and Board Secretary in accordance with the Education Act.

References:

Refer to Section 14, *Charter School Regulations*

Issue Date	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

According to the Education Act, each school must have a duly appointed Superintendent, approved by the Minister of Education.

Policy Statement:

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the School.

Guidelines:

- A. The Superintendent is hired on a contract basis to provide Superintendent services in specific areas:
1. Ensuring that all professional staff are properly certified and to ensure that they maintain certification while under contract
 2. Attending Board meetings whenever possible and to actively participate on the Policy Committee and the Recruitment Committee
 3. Reporting to the Minister of Education through Alberta Education Regional Officers, any irregularities in Board procedure, curriculum, evaluation provincial examinations, etc.
 4. Implementing educational policies established by the Minister
 5. Ensuring that students have the opportunity to meet the standards of education set by the Minister
 6. Ensuring that the fiscal management of the school by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under this Act or any other Act.
 7. Providing leadership and mentorship in all matters relating to education in the school
 8. Acting as a mediator in any dispute situation which arises provided:
 - The Board authorizes and directs the Superintendent to do so
 - Both parties involved in the dispute are accepting of this role as mediator.
- B. The Board shall appoint an individual Superintendent for a period of not more than 5 years with the prior approval in writing of the Minister
- C. The Chairperson is responsible for ensuring the Minister is notified forthwith of the Board's intention to appoint Superintendent.
- D. The Superintendent shall carry out the duties assigned to the Superintendent by the Board.
- E. The Board will give notice to the Minister of Education of its intention to re-appoint the Superintendent no later than (6) six months prior to his contract ending.

Accountability:

Board of Directors at five year intervals.

References:

Education Act

Issue Date	June 17, 2008
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Pursuant to Section 113 of the *Education Act*, the Board of Directors is mandated to employ a Superintendent with the approval of the Minister of Education.

Policy Statement:

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the school, is responsible for the operations of the school, and is accountable to the Board of Directors.

Guidelines:

1. The Superintendent's primary roles are to:
 - a. supervise the operation of Aurora School and the delivery of educational programs
 - b. implement educational policies established by the Minister, and Alberta Education
 - c. ensure that Aurora School students are given the opportunity to meet the standards of education set by the Minister
 - d. ensure that the fiscal management of Aurora School is in accordance with the terms and conditions of any grants received by the Board
 - e. provide leadership in all matters related to education at Aurora School

2. The Superintendent is the Board's primary link to the operation of Aurora School. As such, the Superintendent will have the following primary responsibilities and authority:
 - a. to implement the Board's goals and to ensure that Aurora School's mission and vision are fulfilled according to the charter
 - b. to attend, participate, and provide advice at all meetings of the Board, except when requested not to do so by the Board. The Superintendent shall provide the Board with accurate, timely reports and information on all matters relating to the operations and performance of Aurora School so as to enable the Board to make informed decisions
 - c. to ensure that all programs in Aurora School comply with the standards outlined in the Program of Studies set out by Alberta Education
 - d. to appoint personnel as per Board policy and to report such appointments to the Board
 - e. to ensure that all teachers at Aurora School meet the standards of acceptable teaching within the province of Alberta through the development and implementation of appropriate professional development programs and opportunities, teacher performance appraisal programs and policies, and implementation of remediation when necessary
 - f. to establish and maintain a program of public relations to keep the public well-informed of the activities and needs of Aurora School and to foster a cooperative working relationship between the school and the community
 - g. to ensure that all employment contracts are prepared and administered in keeping with the goals and financial resources of Aurora School
 - h. to ensure that Aurora School's Three Year Education Plan, Annual Education Results Report, and annual budget are prepared and implemented according to the goals of Alberta Education and the Board
 - i. to develop with the Board mutually agreed upon annual Superintendent priorities, goals, and action plan
 - j. to ensure the lease, maintenance, and operations of Aurora School facilities are in order

Issue Date	June 17, 2008
Revision Date	October 13, 2015
Review Year	2020

3. As part of the Superintendent’s responsibility to provide information to and counsel the Board, the Superintendent shall:
 - a. submit timely and accurate data on any school matter to the Board as requested
 - b. advise the Board of any relevant trends, activities, or changes that occur within Aurora School
 - c. advise the Board if, in the Superintendent’s opinion, the Board is not in compliance with its own policies
 - d. inform the Board of any directives or communications from the Deputy Minister to the Superintendent

4. The Superintendent shall ensure that Aurora School’s assets are properly maintained and reasonably protected from risk. To do this, the Superintendent shall:
 - a. ensure that the Board and staff are not unreasonably exposed to risk of liability
 - b. ensure that the school’s intellectual property, information, and files are reasonably protected from loss or significant damage
 - c. ensure that the administration of school funds is done under controls that are sufficient to meet the external auditor’s standards to ensure the lease, maintenance, and operations of Aurora School facilities are in order

Accountability:

Monitored by Board of Directors in conjunction with Superintendent’s performance review cycle.

Adopted	October 21 2008
Revision Date	April 17, 2019
Review Year	2020

Background/Purpose:

Pursuant to the *Education Act*, the Board of Directors is mandated to employ a superintendent of schools with the approval of the Minister of Education.

Policy Statement:

The superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the school jurisdiction. The Superintendent is responsible for the operations of the school, and is accountable to the Board of Directors. The Board will annually review the performance of the Superintendent.

Guidelines:

1. Each fall, the Board will formally review the Superintendent's performance for the preceding school year. The Superintendent's performance review will begin each year no later than March and conclude by June and a report will be made to the Board at their June board meeting. The review will be guided by the Superintendent Leadership Quality Standard document.
2. Every third year or sooner, or as the Board deems necessary, the Board shall retain the services of an independent consultant to conduct a complete review of the Superintendent's performance. The consultant will independently plan and implement the review including the selection of individuals to participate in the review.

Accountability:

Monitored annually by the Board of Directors.

References:

Superintendent Leadership Quality Standard (September 1, 2019)

Issue Date	October 2, 1997
Revision Date	May 20, 2020
Review Year	2025

Background/Purpose:

The Principals and Assistant Principals are integral parts of the administrative team at Aurora Academic Charter School. The school-based administration must display educational and instructional leadership in the operations of Aurora School. This policy is compliant with the *Alberta Education Act* and *Leadership Quality Standard*.

Policy Statement:

The Board of Directors recognizes the *Alberta Education Leadership Quality Standard* for School Leaders in Alberta as an accepted performance expectation for school-based administration.

A. Role of the Principals

The Principals at Aurora School are key members of the leadership team. Reporting to the Superintendent, each Principal will demonstrate leadership qualities expected of Aurora staff and community along with all related Alberta Education legislation and regulations. The Superintendent and Aurora Charter School Board of Directors expect the Principals to be instructional leaders and learning facilitators, managers, school community facilitators, visionaries, and problem solvers. The Board further expects that school Principals shall carry out their responsibilities in accordance with the Aurora Charter and Articles of Association, Alberta Education policies and regulations, *Alberta Education Leadership Quality Standard*, and applicable provincial and federal statutes.

B. Role of the Assistant Principals

The Assistant Principals (APs) at Aurora School actively participate in the administration of the school. As a member of the administrative team, the APs work in a professional manner at all times and exemplify the qualities necessary to fulfill the expectations of the Alberta Education Leadership Quality Standard and Alberta Education Act and associated regulations. The APs report directly to the Aurora Principals.

C. Duties of the Principals

1. The Principals shall provide opportunities for the staff and School Council to provide advice on school-based decisions related to any matter related to school operations. This includes advice on:
 - a. programs, instructional services and co-curricular activities; and
 - b. the allocation of funds to support the programs, instructional services and co-curricular activities.
2. The Superintendent may assign to the Principals other duties, responsibilities and obligations. Prior to September 30th of each year, the Principals will notify all staff of the key duties of each member of the administration team.

Issue Date	October 2, 1997
Revision Date	May 20, 2020
Review Year	2025

D. The leadership roles identified by the Alberta Education Leadership Quality Standard include:

- **Fostering Effective Relationships:**
The school leader builds positive working relationships with members of the school community and local community.
- **Modeling Commitment to Professional Learning:**
A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.
- **Embodying Visionary Leadership:**
A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well being.
- **Leading a Learning Community:**
A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.
- **Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit:**
A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.
- **Providing Instructional Leadership:**
A leader ensures that every student has access to quality teaching and optimum learning experiences.
- **Developing Leadership Capacity:**
A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.
- **Managing School Operations and Resources:**
A leader effectively directs operations and manages resources.
- **Understanding and Responding to the Larger Societal Context:**
A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

E. Supervision of School Based Administration

1. The Principals at Aurora School will demonstrate leadership qualities expected of Aurora staff and community as described in the *Education Act* and *Leadership Quality Standard*. Principals will employ active supervision of their respective Assistant Principals and office administration team. The Superintendent or designate is responsible for the supervision of the Principal.

Issue Date	October 2, 1997
Revision Date	May 20, 2020
Review Year	2025

Accountability:

Annually by Superintendent for Principals and Principals for Assistant Principals.

References:

Alberta Education Act

Alberta Education Leadership Quality Standard

Issue Date	October 13, 2015
Revision Date	May 20, 2020
Review Year	2025

Objective:

The Principals at the Aurora School will demonstrate leadership qualities expected of Aurora staff and community as described in *The Education Act* and *Alberta Education Leadership Quality Standard*. This regulation provides direction for operationalization of the intentions of Board Policy 2060.

Responsibility:

Superintendent and Principals

Regulation:

1. The Principals will develop their professional growth plan and annual goals to reflect Aurora School leadership commitments as addressed in policy and in alignment with the *Alberta Education Leadership Quality Standard*.
2. The Principals report directly to the Superintendent who is responsible for the supervision and evaluation of the Principals. Performance review will be undertaken annually by the Superintendent. The performance review will be based on Aurora policies and regulations, the *Alberta Education Leadership Quality Standard*, and the *Education Act*.
3. The Principals will provide action plans that reflect the findings of the annual review. Should there be major performance issues, these will be communicated in writing by the Superintendent and/or designate at a time frame provided to address such issues with appropriate support provided.
4. The Principals will provide annual written performance review of Assistant Principals to the Superintendent by June 30th of each year.

References:

Board Policy BP 2060 Role and Supervision of School-Based Administration
Education Act
Alberta Education Quality Leadership Standard

Issue Date	February 26, 2014
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

It is recognized that recruitment and selection of school based administration is critical in maintaining the educational program expected at Aurora.

Policy Statement:

The Aurora Board of Directors believes that the process of filling administrative vacancies should be completed through selection teams, and be fair, objective, and based on merit, resulting in the selection of the best candidate for the job.

A. Rationale

This policy has been developed and approved by the Board of Directors for the purpose of clarifying procedures and expectations associated with the selection of Aurora School leaders (Principal and Assistant Principals). Aurora Charter School is committed to identifying and selecting the candidate best suited for each available administrative vacancy.

B. Guiding Principles

The Board believes that the recruitment and selection of administrative personnel is a shared responsibility between the Board and the Superintendent. The Board further believes strong leadership and administration for the school are essential to the effective and efficient operation of the Aurora School.

C. Formula for Adding Additional Administrative FTE

1. The Aurora Board of Directors recognizes that school-based administrative support will need to increase to keep pace with expected enrollments.
2. For the purposes of determining the FTE of administrative positions at Aurora, a 1.0 FTE Administrator per 250 pupils will be appointed on a pro-rated basis.
3. Where Early Child Services are a part of the regular school program, pupils of such program shall be counted as .5 of a pupil for determining allowances.

Guidelines:

● **Selection of the Principal**

When a Principal or Assistant Principal vacancy occurs, the Superintendent will implement the following protocol:

- i. Develop a Principal profile statement through consultation with the Board Chair, staff and School Council.
- ii. Advertise the vacancy both internally and externally.
- iii. The Superintendent will establish the short list of candidates for interview.
- iv. Only applicants with a Master’s Degree or have this level of education underway will be short listed.
- v. The Principal candidates selected for an interview will be interviewed by the Superintendent and three Board directors.

Issue Date	February 26, 2014
Revision Date	October 13, 2015
Review Year	2020

- vi. In the case of an Assistant Principal (AP) vacancy, participants in the interview process will include the Superintendent, the Principal, and one or more Board directors.
- vii. In the case where a short term AP appointment is necessary, the Superintendent will make this appointment in consultation with the Principal.
- viii. The decision to hire should be made by a consensus of the interview team.
- ix. All appointments involving an administrative allowance must be recommended by the Superintendent and approved by the Aurora Board of Directors.
- x. All offers of employment shall be conditional on the successful applicant providing a Criminal Records Check and a Child Welfare Check that is acceptable to the Superintendent of designate.

Accountability:

Monitored by Board of Directors and Superintendent after each appointment process.

Issue Date	February 1, 1999
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The role of the Teacher should reflect Aurora School’s philosophy and organization.

Policy Statement:

Teachers have a specific role to play in Aurora School.

Guidelines:

A. In general:

1. The Teacher is responsible for:

- a) the achievement of the mission and educational goals established for the school as stated in the charter
- b) the implementation of Board policies and administrative directives within the contractual agreement
- c) the maintenance of professional relationships with school staff, students, parents, and other affiliated groups or organizations

B. In the classroom:

1. The Teacher will:

- a) provide a comfortable and a positive learning environment
- b) provide classroom management procedures, which include:
 - effective time management
 - established classroom routines
 - proper discipline and reinforcement of positive behavior
 - student responsibility in such areas of homework assignments, notebooks, and accepting responsibility for their actions
- c) provide appropriate classroom instruction reflecting:
 - knowledge and coverage of the required curriculum
 - long range unit and daily plans
 - cooperative planning
 - varied teaching techniques that encourage student participation within the framework of the Aurora mandate

Accountability:

Annual monitoring by Principals and Superintendent

References:

Education Act

Issue Date	May 13, 1998
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Boards are required to maintain records of all proceedings of Board meetings and Board Committee meetings including agenda and minutes. In addition, the approved budget, by-laws, legal agreements, accounts and financial statements are available to School employees and members.

Policy Statement:

The Board will maintain accurate records of all proceedings of the Board and Board committee meetings required by the Education Act.

Guidelines:

Responsibilities will be shared among several groups or organizations.

1. The following records and documents will be kept on file at Aurora School’s central office and be made available to school employees and members upon request:
 - a. The approved agendas and minutes of public Board meetings
 - b. Record of proceedings of all Board committee meetings
 - c. The annual budget approved by the Board
 - d. All legal agreements entered into by the Board (exclusive of student or employee records or contracts)
 - e. Audited financial statements for the previous year's operations
2. The Secretary of the Board/Respective Board Committees is responsible for the maintenance of recorded minutes and records.
3. The Board Secretary is responsible for responding to requests from school employees or members for public documents and records.

Accountability:

Annual monitoring by Board of Directors.

Issue Date	October 2, 1997
Revision Date	April 18, 2016
Review Year	2020

Background/Purpose:

The function of a committee is to advise the Board of Directors. This is accomplished by conducting comprehensive discussions and/or preparing recommendations regarding matters referred by the Board or on issues initiated by a committee.

Policy Statement:

The Aurora School Board believes that its duties can best be carried out if Board members are given an opportunity to meet in committees supplemental to Board meetings. It therefore supports the formation of standing committees that allow Board members to participate equally in detailed examination of governance issues. It also supports the formation of steering and ad hoc committees with restricted membership that address clearly delineated topics.

Guidelines:

1. All committees shall function under Board of Director approved terms of reference.
2. The Chairperson of the Board of Directors shall be an ex-officio member of every committee of the Board.
3. The Chairperson of the Board of Directors may actively participate in Board committees and has voting rights.
4. Committees shall provide such recommendations to the Board of Directors as they deem advisable.
5. Committees shall meet as often as required.
6. Committees shall submit written reports to the Board of Directors when requested.
7. Each standing committee shall consist of at least one Board member.
8. The Board of Directors will, after the Annual General Meeting, appoint the Chairpersons for the various standing committees.
9. Proceedings of the committee meetings shall be recorded and kept in the school.

Accountability:

Annual monitoring by Board of Directors

Issue Date	May 17, 2007
Revision Date	December 19, 2016
Review Year	2020

Background/Purpose:

This policy is to provide direction with respect to the requirements of Alberta’s *Freedom of Information and Protection of Privacy Act* (FOIP), as it applies to Aurora Academic Charter School (Aurora).

Policy Statement:

As a public organization, Aurora will manage information in a manner that supports a commitment to providing the public with open access while, at the same time, protecting individuals’ privacy.

Guidelines:

1. Aurora protects individuals’ Personal Information. Aurora collects, uses, and discloses Personal Information only for purposes authorized by FOIP. Personal information provided by parents to obtain services will be used only to provide those services.
2. Aurora allows individuals, subject to limited and specific exceptions set out in FOIP, the right to access information about them held by Aurora.
3. Aurora allows individuals the right to request corrections to information about them held by Aurora School.
4. Individuals may seek an independent review of decisions made by Aurora pursuant to FOIP through the Office of the Commissioner.
5. Aurora may charge fees pursuant to FOIP.

Accountability:

The Superintendent and Principals are responsible for the administration for this policy.

The Superintendent is designated as the Head for the purpose of FOIP and is responsible for ensuring that Aurora complies with it.

The Secretary Treasurer is designated as FOIP coordinator and shall establish procedures and practices to ensure appropriate administration of the legislation.

Annual monitoring by the Board of Directors.

References:

AR 2100 (Protection of Information and Privacy)

[Freedom of Information and Protection of Privacy Act](#), RSA 2000, c F-25

Issue Date	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The Aurora School Board has a responsibility to keep the community accurately informed about the activities pertaining to Aurora School.

Policy Statement:

The Aurora School Board supports the use of media and school-based communication mechanisms to inform the members and/or public about Aurora School and its activities.

Guidelines:

1. Aurora School encourages and actively solicits contact with the media
2. All communications will be coherent and spoken with a unified voice
3. All media requests should be directed to the Board Chair, or the school’s designated media representative as appointed. Staff and others associated with or purporting to represent the school in any way, should not give a response to the media unless they have received prior approval from one of the parties named above.
4. The Board Chair or designate is authorized to:
 - a. contact the media
 - b. speak with the media
 - c. issue press releases

Accountability:

Annual monitoring by Board of Directors.

Issue Date	May 7, 2001
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The principles of natural justice support the provision of a mechanism for parents to appeal decisions taken, or not taken, by school employees. In addition, the *Education Act* requires boards to establish appeal procedures with respect to decisions made by school employees that could significantly affect a student's education.

Policy Statement:

The Board supports the provision of an appeal procedure to allow appeals of decisions made by an employee of Aurora School on any matter that may significantly affect the education of a student.

Guidelines:

1. Concerns that begin in the classroom should first be discussed with the classroom teacher.
2. Concerns of a parent regarding decisions made that significantly affect the education of a student (including those concerns not resolved at the classroom level) should be discussed with the school Principal.
3. If a satisfactory resolution is not achieved, the parent is to be referred to the Superintendent, who will review the decision and recommend the action he/she deems appropriate.
4. If the parent is still not satisfied with the decision, the Superintendent will inform them of their right to appeal to the Board of Directors of Aurora School.
5. Upon receipt of the written request for an appeal, the Superintendent will so inform the Board of Directors of the request.
6. The Chair of the Board of Directors will advise the parents (in writing) of the date, time, and location of the appeal hearing, and inform the parents of the right to be accompanied by a single advocate (at the parent's expense). The Chair will also notify the superintendent and the principal of the date, time, and location of the appeal hearing.
7. The Board shall:
 - 7.1.1 Hear the appeal
 - 7.1.2 Call any expert resources required to assist with the decision
 - 7.1.3 Make a decision regarding the disposition of the appeal
 - 7.1.4 Inform the parents, in writing, of their decision within 15 days
8. Decisions of the Board regarding placement of a student in a special education program, expulsion of a student, or amount and payment of fees or costs may be reviewed by the Minister.

Accountability:

Annual monitoring by the Board of Directors.

References:

Education Act

Adopted	January 27, 2011
Revision Date	September 17, 2018
Review Year	2020

Background/Purpose:

The purpose of this **Board Policy 3150 – School Fees** is to provide clarity, consistency and accountability on permissible fees and costs that may be charged to parents/guardians of students that attend our Aurora Academic Charter Schools. This policy will assure that Aurora Academic Charter School fees and related schedules are compliant with Alberta Education and Education Act expectations and associated regulations.

Policy Statement:

Fees will be charged to parents/guardians upon registering their child/children with Aurora School. These fees will follow Alberta Education and Education Act policies and regulations to assure a fair and accountable system for all stakeholders.

Guidelines:

1. The Aurora Superintendent and Secretary Treasurer, in consultation with Aurora Principals, will annually review the Aurora school fee schedule as part of the budget review process.
2. A draft fee schedule and rationale for increasing, decreasing or retaining fees will be presented to parents/guardians at the School Council and school website. Input from parents/guardians is requested in a reasonable time frame.
3. The Secretary Treasurer will present the annual fee proposal to the Aurora Board of Directors during the spring budget proposal process. The Secretary Treasurer will outline the fee schedule, rationale for increasing, decreasing fees or retaining fees, and any proposal of new fees (if applicable).
4. The fee schedule clearly defines what the fees cover. Fees charged to parents/guardians may include and are not limited to:
 - a. Transportation fees
 - b. Technology user fees
 - c. Fees for optional courses and related consumables
 - d. Field-trips
 - e. Extracurricular fees
 - f. Activity fees
 - g. Lunch supervision fees
 - h. Yearbooks
 - i. Other fees to enhance education over above basic education requirements and accountabilities (Kindergarten to Grade 9)

Adopted	January 27, 2011
Revision Date	September 17, 2018
Review Year	2020

5. Parents for whom Aurora fees may cause hardship may submit a written request to their school principal for one or more fees to be waived for a particular year period. A form for requesting fee waiver can be found in Aurora Administrative Regulation (AR) 3150. Note: A principal may adapt fee payment schedule or waive particular fees for parent(s)/guardian(s) on a case by case basis when the parent/guardian demonstrates financial difficulty.
6. The Aurora principal will review completed Request for Waiving Fees form and inform parent/guardian within ten (10) working days of receipt of the written request. Request for waived fees not approved by the principal can be appealed to the Secretary Treasurer.
7. If for any reason a student for whom fees have been paid, does not attend Aurora or utilize benefits for fees collected, the parent/guardian may request in writing, that fees be refunded. Written request for fee refunds should be addressed to the Aurora Secretary Treasurer who will reply within ten (10) working days.

Accountability:

The Aurora annual consolidated fee revenue schedule will be reviewed annually by the Board of Directors and Superintendent in conjunction with annual budget. This process, when required by current policies and regulations, will include submission and approval by Alberta Education.

References:

Education Act
School Fees Regulation
AR 3150 School Fees

Issue Date	October 16, 2017
Revision Date	September 17, 2018
Review Year	2020

Objective:

The purpose of this regulation is to provide clarity and accountability on permissible fees charged to parent(s)/guardian(s) and independent students. This regulation will assure that Aurora Academic Charter School fees and related revenue schedules are in alignment and compliant with Alberta Education regulations and the Alberta *Education Act*.

Responsibility:

Superintendent, Principals, and all Aurora Academic Charter School staff and programs

Regulation:

- 1) Fees and related schedules will be set annually by school administration (Principal) in compliance with Alberta Education policy and approved by Aurora Superintendent, Aurora Board of Directors and Alberta Education;
- 2) All fees and related schedules will be clear, transparent, and accountable to assure understanding by all stakeholders;
- 3) All students will have access to our core instructional programs irrespective of fees and related schedules;
- 4) Fees will be assessed and used for the purposes clearly stated in the respective Aurora Academic Charter School revenue schedule;
- 5) Fees charged for enhanced educational programs, goods, and/or services must adhere to the direct costs associated with the particular enhancement;
- 6) School principals must submit annually a proposed fee schedule to the Superintendent and Secretary Treasurer. This fee schedule will include existing fees and any proposed increases or new fees. This fee schedule will be:
 - a. Made available to parent(s)/guardian(s);
 - b. Contained in the School Annual Report;
 - c. Reflect ongoing input from stakeholders (parents, students, staff, School Council, Board of Directors, and Principals);
- 7) The Principal may waive or adjust fee payments for a student on a case by case basis parent(s)/guardian(s) share clear evidence and proof of financial hardship or for compassionate grounds.

Issue Date	October 16, 2017
Revision Date	September 17, 2018
Review Year	2020

REQUEST FOR WAIVING OF FEES FORM

Please return the completed form to your school principal. Please print clearly.

Date: _____

To the Aurora School Principal,

Please consider this request for the waiving of fees for my student for the period commencing _____ and ending _____.

This request is being submitted because:

Name of Student: _____ Grade: _____

Address: _____

Parent/Guardian name _____

Parent/Guardian signature _____

Cell Phone Number: _____

Home Phone Number: _____

Home E-mail address: _____

Work E-mail address: _____

References:

BP 3150 School Fees

Effective Date	June 17, 2020
Revision Date	
Review Year	2025

Background/Purpose:

Aurora Academic Charter School is actively engaged in research to inform policy and practice. As a Public Charter School in Alberta, innovation and research are expectations of our ongoing operations coupled with strategic dissemination and knowledge mobilization. All research conducted at Aurora will follow ethical principles to assure safety, confidentiality, and mutual benefit for our students, staff, parents, and stakeholders.

Policy Statement:

Any and all research conducted within or in partnership with Aurora Academic Charter School by staff or by external researchers must have approval by the Superintendent of Schools before the particular research project is initiated.

Guidelines:

1. The Superintendent will be informed directly about any proposed research projects or surveys in a timely manner.
2. All proposed research projects must successfully complete an Aurora ethics review that is approved by the Superintendent, and the Principal(s) of the school(s) involved in the project. All proposed research projects that are affiliated with a post-secondary teaching institution(s) must, in addition, have a successfully approved ethics review for that particular institution(s).
3. Any research project may be terminated at any time by the Superintendent or designate.
4. Upon completion, all research projects conducted at Aurora must provide to the Superintendent an abstract, executive summary and complete report of the particular research project and findings.
5. All approved research projects must be considerate of students', teachers', parents', staff and administrators' schedules and work demands so as to not place an unreasonable time or work demand.
6. The total number of research projects conducted concurrently will be limited to those approved by the Superintendent so as to minimize disruption on our teaching and learning programs.
7. Any student, parent, staff member, board member or community stakeholder may opt-out of any approved research project at any time.

Accountability:

Any and all research conducted at Aurora are accountable to the Superintendent of Schools.

References:

Alberta Education – Alberta Research Network
University of Alberta Research Ethics

Effective Date	April 17, 2019
Revision Date	
Review Year	2024

Background/Purpose:

To align student cumulative records procedures and processes with Alberta Legislation and Regulations.

Policy Statement:

To ensure that all student records are maintained and stored in compliance with the Alberta *Education Act* school records regulation by all staff with secure and confidential protocols.

Accountability:

Responsibility for each student record resides with the principal(s). The Superintendent will monitor and ensure compliance with all stakeholders. Student records are to be maintained by the head secretary of each school.

References:

AR 3500 - Student Cumulative Records
Student Record Regulation, Alberta Regulation 166/2018
Freedom of Information and Protection of Privacy Act

Issue Date	December 12, 2018
Revision Date	April 17, 2019
Review Year	2024

Objective:

To ensure that all students records are maintained and stored in compliance with the Alberta *Education Act* student records regulation by all staff with secure and confidential protocols.

Responsibility:

Responsibility for each student record lays with the principal(s). Student records are to be maintained by the School Head Secretaries.

Regulation:**Guidelines and Procedures:**

1. The student record must contain the following:
 - a. All information affecting the decisions made about the education of the student that is collected or maintained by Aurora School including:
 - i. Student's legal name as registered by legal parent(s)/guardian(s)
 - ii. Legal name of the student's legal parent(s)/guardian(s)
 - iii. Alberta School Number (ASN)
 - iv. Court approved custody arrangements
 - v. Birthdate of the student
 - vi. Addresses, email addresses and telephone numbers of the student and of the student's parent/guardian
 - vii. Student's Birth Certificate
 - viii. All Psychometric testing results
 - ix. Any formal intellectual, behavioral, or emotional assessment or evaluation requested by the parent or the school
 - x. Any health information the parent of the student or the student wishes to be placed on the student record
 - xi. The annual report card
 - xii. Information about any out-of-school suspension of more than one day or expulsion (to be removed on the 3rd anniversary of the suspension document date, unless otherwise deemed the retention of such information to be for the safety of the student and/or students and staff)
 - xiii. Indigenous and/or Francophone status as shared by legal parent(s)/guardian(s)
 - xiv. All Individual Program Plans (IPPs) and any amendments to the particular plan
 - xv. Name change records where applicable
 - xvi. Current legal immigration documentation and expiration dates if applicable in compliance with current legislation and regulations
 - xvii. CTBS - Canadian Test of Basic Skills
 - xviii. PAT - Provincial Achievement Tests
 - xix. Student record history from previous educational institution(s)
 - b. Student records must be retained for 7 years after graduating Grade 12. Retaining records for longer than 7 years requires the authorization of the board.
 - c. Disposal and disclosure of student records must be in accordance with the *Personal Information Protection Act and the Student Record Regulation*.

Issue Date	December 12, 2018
Revision Date	April 17, 2019
Review Year	2024

- d. Student records for withdrawn or graduating students are transferred to the receiving school upon request by the School Head Secretaries. Outgoing electronic documents sent by email must be encrypted.
- e. For incoming students a request is sent by the School Head Secretaries to the previous education institution. Upon receipt, student records must be saved to the online student record file.

References:

BP 3500 - Student Cumulative Records
Student Record Regulation, Alberta Regulation 166/2018
Freedom of Information and Protection of Privacy Act

Effective Date	September 18, 2019
Revision Date	
Review Year	2024

Background/Purpose:

The Board recognizes its responsibility to the Aurora School community to provide crisis response, and trauma-informed practice, when there are significant school or community events that could negatively impact the mental health and wellness of students and school staff.

Policy Statement:

The Board will make reasonable efforts to ensure that crisis management plans commensurate with the needs of Aurora Academic Charter Schools are developed.

Aurora School Principals, in consultation with the Superintendent, are directed to develop a Crisis Intervention Activation Guide that anticipates the most probable circumstances of crisis and pre-plans training and response procedures to be followed to minimize harmful or negative effects of the crisis.

Definition

1. *Crisis*

For the purposes of this policy statement, the word “crisis” is defined as any unusual situation, falling under or impinging on the jurisdiction of the school that could interfere with the social-emotional and physical wellbeing of students and staff.

Guidelines:

1. Minimizing risk and limitation of harm are fundamental considerations when developing a Crisis and Trauma-Informed Management Plan.
2. Safety considerations for classes, school-related activities, buildings, and events are part of crisis management.
3. The existence of a Crisis Management Plan does not preclude the use of professional judgment to modify the plan when it is warranted.
4. The Board will promote a culture within the school that encourages consistent consideration for the safety and well-being of students and staff in the creation and implementation of all plans, policies and procedures.

Accountability:

School Principals

Superintendent will oversee Crisis Policy on a five year cycle or sooner if needed.

References:

AR 3700 Crisis Policy (under development)

Issue Date	May 16, 2016
Revision Date	
Review Year	2020

Background/Purpose:

To provide direction for implementation of Board Policy on development of the annual budget

Policy Statement:

The Board of Directors will ensure that Aurora School maintains sound financial practices and policies.

Guidelines:

The Secretary Treasurer, under the supervision of the Director of Finance, and Superintendent, will:

1. develop the annual budget and present it for approval to the Board of Directors three weeks prior to the Alberta Education deadline;
2. monitor school finances to ensure that revenues and expenditures stay within budgetary guidelines;
3. ensure that all financial reporting to Alberta Education be completed in a timely and forthright manner;
4. provide to the Board of Directors a monthly breakdown of budgeted expenditures and revenue along with a comparison to actual expenditures and revenues; and
5. provide Principals with a school-based annual budget.

Accountability:

Monitored annually by the Director of Finance, Secretary Treasurer, Superintendent and Principals

References:

Alberta Education Guidelines for the School Jurisdiction Budget Report

Issue Date	May 16, 2016
Revision Date	
Review Year	2020

Background/Purpose:

Financial reporting must be transparent and responsible.

Policy Statement:

The audited financial statements shall be received and approved by the Aurora School membership at the Annual General Meeting.

Guidelines:

1. Members will approve or disapprove by vote at the Annual General Meeting the audited financial statements and the appointment of school auditor.
2. Every five years the Board of Directors will solicit proposals from qualified firms or individuals for appointment as school auditor.

Accountability:

Monitored on a five year cycle in accordance with the Board of Directors annual work plan.

Reference:

Education Act

Adopted	December 3, 1997
Revision Date	May 16, 2016
Review Year	2020

Background/Purpose:

Use of school funds must be transparent and responsible.

Policy Statement:

A spending protocol must be in place that clearly specifies the school’s spending lines of authority and accountability.

Guidelines:

1. The Superintendent, Secretary Treasurer, and Principals have authority to make purchases up to \$5,000.
2. The signing officers of Aurora School can consist of the Superintendent, Secretary Treasurer and designated Board members. All cheques are to be signed by two signing authorities. Any two (2) of the designated people may sign. No one is to sign his/her own cheque.
3. The Board of Directors must approve all purchases over \$5,000.
4. Only the signing officers of Aurora School as directed by the Board of Directors have the authority to enter into financial contracts or act as financial agents for the school.

Accountability:

Monitored on a five year cycle as part of the Board of Directors annual work plan.

References:

AR 4020 Administration of School Funds

Adopted	December 3, 1997
Revision Date	April 18, 2016
Review Year	2020

Background/Purpose:

One of the main sustaining principles of Aurora School is that of volunteerism. Having said that, there is a need to accommodate and reimburse certain expenses incurred by employees, Board members, and volunteers on behalf of the school.

Policy Statement:

From time to time employees, Board members and volunteers incur expenses in the performance of school-related duties for which they should be reimbursed. This policy does not apply to professional development.

Guidelines:

The Board authorizes the Superintendent and/or Principals to pre-approve expense claims up to \$500.

Accountability:

Monitored on a five year cycle as part of the Board of Directors annual work plan.

References:

AR 4030 Expense Reimbursement

Adopted	December 3, 1997
Revision Date	May 16, 2016
Review Year	2020

Background/Purpose:

A small supply of cash is often needed in the day-to-day business of the school.

Policy Statement:

The Board Secretary will secure and maintain a supply of petty cash.

Guidelines:

Petty cash funds cannot exceed \$200.00.

Accountability:

Monitored annually by the Board of Directors in conjunction with budget preparation.

References:

AR 4050 Petty Cash

Issue Date	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 4050 regarding a petty cash fund.

Responsibility:

The administration will secure and maintain a supply of petty cash with the Head Secretary.

Regulation:

1. The Principals will be responsible for the control, custody, and accountability of the school’s petty cash fund.
2. Petty cash funds must be kept secure at all times in an appropriate locked cash box.
3. Petty cash reconciliation must be completed every month with attached receipts.

References:

BP 4050 Petty Cash

Adopted	October 2, 1997
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Aurora School is a charitable organization.

Policy Statement:

The Secretary Treasurer is responsible for maintaining the charitable status business of the school.

Accountability:

Monitored annually by the Board of Directors in conjunction with the budget cycle.

References:

AR 4100 Charitable Donations

Issue Date	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for the implementation of Board Policy regarding charitable donations.

Responsibility:

The Secretary Treasurer is responsible for maintaining the charitable status business of the school.

Regulation:

1. Donations must conform to the *Income Tax Act* as it relates to charitable organizations.
2. Charitable receipts can only be signed by signing officers of Aurora School.
3. It is the responsibility of the Secretary Treasurer to maintain all charitable and corporate registrations in current status.

References:

BP 4100 Charitable Donations

Adopted	January 20, 2014
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Use of school funds must be transparent and responsible.

Policy Statement:

The use of corporate credit cards should build efficiency by simplifying the acquisition, receipt and payment of low-dollar-value purchases and travel expenses, supported by board policies and procedures. Credit cards should only be used when other means are not feasible.

Guidelines:

Corporate credit cards may be issued to the Superintendent, Principals, or other staff who frequently make purchases for the school.

Accountability:

Monitoring on a five year cycle by the Board of Directors in accordance with annual work plan.

References:

AR 4200 Corporate Credit Card Procedures

Issue Date	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for the implementation of Board Policy 4200 regarding Corporate Credit Cards.

Responsibility:

Corporate credit cards may be issued to the Superintendent, Principals, or other staff who frequently make purchases for the school.

Regulation:

- A. Availability of Corporate Credit Cards
 - 1. School credit card holders must acknowledge through a completed School Credit Card Request form that they have read and understood the Corporate Credit Card Procedures.
 - 2. Approval from the Superintendent and Board Chair must be obtained prior to the issuance of a corporate credit card.

- B. Use of Corporate Credit Cards
 - 1. Corporate credit cards may be used for the following business purposes:
 - a. Payment for business related travel and meals.
 - b. Fees to attend conferences and seminars.
 - c. Supplies, including supplies required by staff or the school administration.
 - d. Other school related purchases as appropriate.

- C. Restrictions on Use of Corporate Credit Cards
 - 1. Corporate credit cards may not be used for personal expenditures of any nature.
 - 2. Corporate credit cards are for the sole use of the individual whose name is imprinted on the card.
 - 3. The purchase limits, set out in Policy 4020: Administration of School Funds, apply to credit card purchases (\$5,000 per transaction).
 - 4. The splitting of payments in order to circumvent the requirements of the policy will be considered an abuse of the card.
 - 5. A maximum monthly credit limit of \$10,000 will be given.
 - 6. Misuse of the card may result in suspension of credit card privileges and/or disciplinary action up to and including dismissal.

- D. Payment of Credit Card Billings
 - 1. Original receipts and credit card charge slips must accompany the statement for payment. Unsubstantiated charges will be the responsibility of the card holder.
 - 2. Goods returned, must be returned for credit on the card. Cardholders must not accept a cash refund for returned goods.

References:

BP 4200 Corporate Credit Card Procedures

Adopted	October 2, 1997
Revision Date	November 20, 2017
Review Year	2022

Background/Purpose:

Recruitment and selection of staff is critical in maintaining the high quality of staff needed at Aurora School.

Policy Statement:

Aurora School believes that the process of filling staff vacancies should be fair and objective, based on merit, resulting in the selection of the best candidate for the job.

Guidelines:

Unless specifically indicated this policy is applicable to all staff at Aurora School.

Accountability:

Monitored annually by the Superintendent of Schools and on a five year cycle by the Board of Directors in accordance with annual work plan.

References:

AR 5000 Recruitment and Selection

Issue Date	October 13, 2015
Revision Date	January 24, 2019
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5000 on the recruitment and selection of staff.

Responsibility:

Superintendent.

Regulation:**A. Recruitment**

1. Recruitment during a given year will be coordinated by the Superintendent.
2. Aurora School will post all staff vacancies for a period of seven (7) calendar days.
 - a) Aurora School staff will be considered for posted vacancies, provided that a written application is submitted to the Principal or Superintendent, as applicable, prior to the closing date for competition.
3. Where Aurora School wishes to receive applications from external candidates, consideration may be given to advertising through appropriate, cost-effective mediums.
4. Advertisements for staff vacancies will be developed by the Principal or Superintendent, as applicable. Advertisements may contain information on:
 - a) the nature of the staff vacancy
 - b) key responsibilities and required qualifications
 - c) advertisements will highlight the benefits of working at Aurora School and reference
 - d) teaching philosophy
 - e) curriculum
 - f) class size
 - g) parental engagement
 - h) discipline
5. Applications received for staff vacancies will be screened by the Superintendent and/or Principal(s).

B. Selection

1. School-based administration and the Superintendent will assess the suitability of applicants for staff vacancies.
2. Candidates will be assessed based upon the following factors:
 - a. education
 - b. experience
 - c. values
 - d. knowledge
 - e. skills/abilities
 - f. personal suitability
3. Assessments will include the following:
 - a. structured interview(s) (focusing on a behavioral approach)
 - b. extensive reference checks with supervisors, colleagues, and parents of former students
 - c. validation of formal qualifications
 - d. criminal reference checks provided by the applicant

Issue Date	October 13, 2015
Revision Date	January 24, 2019
Review Year	2020

- e. where appropriate, in-class observation

- 4. School-based administration and the Superintendent will develop detailed interview plans for all interviews, outlining the questions that will be asked of each candidate.

- 5. School-based administration and the Superintendent will develop detailed, evaluative summaries for each candidate assessed through the selection process.

- C. Offer of Employment
 - 1. The Principal will make a recommendation for hire to the Superintendent of Aurora School.

 - 2. The Superintendent, in consultation with the Principals will be responsible for extending an offer of employment.

- D. Unsuccessful Candidates
 - 1. The Superintendent will ensure all applicants who are not successful are contacted. The purpose of this contact will be to:
 - a. advise the employee that they were not successful
 - b. provide feedback arising from the assessment process

- F. Nepotism

Aurora School staff

 - 1. In filling staff vacancies preferential treatment will not be given to friends or relatives of employees. Individuals may not be employed in positions where they are subject to the direct or indirect influence of a family member.

 - 2. Relatives are defined as: husband, wife, common-law spouse, son, daughter, parent, grandparent, grandchildren, brother, sister, brother-in-law, sister-in-law, parent-in-law, daughter-in-law, son-in-law, aunt, uncle, niece, nephew, step-son, step-daughter, step-brother, step sister, step-parent.

References:

BP 5000 Recruitment and Selection

Adopted	October 2, 1997
Revision Date	November 20, 2017
Review Year	2021

Background/Purpose:

All new teachers and non-teaching staff must complete a probationary period of employment with Aurora School.

Definitions:

“Probationary period for teachers means the time a teacher is employed under a probationary contract as described in the Education Act.”

“Probationary period for non-teaching staff means the first three months of continuous employment.”

Policy Statement:

Aurora School requires that all newly hired teachers and non-teaching staff should serve a probationary period prior to being appointed to a continuous position at Aurora School.

The purpose of the probationary period is to assess each new employee’s performance and to determine his/her suitability for appointment to a continuous position.

Guidelines:

Unless specifically indicated, this policy is applicable to all newly hired employees at Aurora School.

Accountability:

Monitored annually by the Superintendent and on a five year cycle by the Board of Directors in accordance with the annual work plan.

References:

AR 5010 Probationary Period

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy regarding a probationary period of employment.

Responsibility:

Superintendent.

Regulation:

A. Probationary Period

1. All newly recruited staff members must complete a 12 month probationary period prior to their being eligible for a continuous contract.
2. Newly hired staff members may only be appointed to a continuous position at Aurora School when the employee has demonstrated performance satisfactory to the Principal.
3. A probationary contract of employment shall terminate on the June 30 next following the commencement date specified in the contract.

B. Termination prior to completion of the probationary period

1. A probationary contract may be terminated by the Board subject to the *Education Act*.
2. A probationary contract may be terminated by a teacher subject to the *Education Act*.

References:

BP 5010 Probationary Period

Adopted	October 2, 1997
Revision Date	November 20, 2017
Review Year	2020

Background/Purpose:

Aurora School believes that all newly hired employees should be provided with an orientation to Aurora School.

Policy Statement:

The purpose of the orientation is to integrate new employees to become productive employees, provide information, and establish a commitment to Aurora School.

Accountability:

Monitored annually by the Superintendent and on a five year cycle by the Board of Directors in accordance with annual work plan.

References:

AR 5020 Orientation

Adopted	October 13, 2015
Revision Date	August 13, 2019
Review Year	2020

Objective:

To provide direction for implementation of the Board Policy regarding orientation of new staff.

Responsibility:

Principals, Secretary Treasurer

Regulation:

A. Orientation

1. Orientation includes giving new employees a full picture of Aurora School. New recruits should learn, respective to their position:
 - a. History
 - b. Mission, Vision, Values
 - c. Philosophy
 - d. School community
 - e. Structure and reporting relationships
 - f. Goals
 - g. Key responsibilities
 - h. Expectations and standards of performance for their position (TQS)
 - i. Curriculum and embellishments
 - j. Direct instruction model and strategies
 - k. Record Keeping
 - l. Reporting and evaluation
 - m. Terms and conditions of employment
 - n. Health, safety and emergency procedures

2. Orientation should emphasize:
 - a. The uniqueness of Aurora School’s culture and teaching methodology
 - b. The value of individuals working collectively to achieve Aurora School goals

3. Orientation can include:
 - a. Meetings with the principal, the superintendent, and with other staff members
 - b. In-services
 - c. Mentorship with another staff member
 - d. Guided tour of the school
 - e. Follow-up survey in January of that year to assess the effectiveness of the orientation process

References:

BP 5020 Orientation

Adopted	October 2, 1997
Revision Date	March 19, 2018
Review Year	2020

Background/Purpose:

Aurora School employees should have an effective and competitive benefit plan.

Policy Statement:

Aurora School believes that employee benefits should be fair and equitable, encourage responsible consumerism, be tax-effective, and be affordable for the employer and employees.

Accountability:

Reviewed as required by the Board of Directors.

Adopted	September 9, 2019
Revision Date	
Review Year	As Required

Objective:

Outlines the operation and implementation of the Aurora School employee benefit plan.

Responsibility:

Employee enrolment in the Aurora School benefit plan is carried out by the Secretary Treasurer.

Regulation:

A. Benefit Plans

1. When the enrollment and other requirements of the insurer(s) have been met, the employer shall take steps to contract for and implement the following group benefit plans:
 - a. Life Insurance
 - b. Accidental Death and Dismemberment
 - c. Dependent Life Insurance
 - d. Short-term Disability
 - e. Long-term Disability Insurance
 - f. Extended Health Care
 - g. Dental Care Insurance
 - h. Health Spending Account

B. Payment of Premiums

1. The payment of contributions for the plan as set out in Section A above shall be as follows:
 - a. Life Insurance. The employee shall pay 100% of the cost of Life Insurance premiums.
 - b. Accidental Death and Dismemberment. The employee shall pay 100% of the cost of Accidental Death and Dismemberment premiums.
 - c. Dependent Life Insurance. The employee shall pay 100% of the cost of Dependent Life Insurance premiums.
 - d. Short-term Disability. The employer shall pay 100% of the cost of Short-term Disability premiums.
 - e. Long-term Disability Insurance. The employee shall pay 100% of the cost of Long-term Disability Insurance.
 - f. Extended Health Care. The employer shall pay 100% of the Extended Health Care premiums.
 - g. Dental Care Insurance. The employer shall pay 100% of the cost of Dental Care premiums.
 - h. Health Spending Account. The employer shall pay 100% of the cost of Health Spending Account premiums

C. Eligible Employees

1. All employees 0.5 FTE or greater shall be required to enroll in the benefit plans.

Adopted	September 9, 2019
Revision Date	
Review Year	As Required

D. General Provisions

1. Notwithstanding Section B, the requirement to participate in Extended Health Care or Dental Care insurance, as a condition of employment shall be waived for those employees who already have group insurance coverage as dependents of their spouses and who therefore elect not to participate. Further, employees with no dependents other than spouses may elect to take single coverage in any Extended Health Care or Dental Care insurance plans if their spouses have single coverage in the same or comparable plans.
2. The implementation and operation of the Aurora School Benefit Plan, hereinbefore referred to, shall, at all times, be subject to and governed by the terms and conditions outlined in the policies or contracts entered into with the underwriters of the plans.

Accountability:

Secretary-Treasurer

References:

BP 5052 – Employee Benefits – Non-Teaching Staff

Manulife Group Benefits Plan

NexGen Rx Health Spending Account

Adopted	October 2 1997
Revision Date	September 17, 2018
Review Year	2020

Background/Purpose:

Aurora School employees require leave from school from time to time.

Policy Statement:

Aurora School believes it is appropriate to provide support and assistance to employees who are unable to work due to matters beyond their control.

Guidelines:

Aurora School provides leaves of absence for non-teaching staff, including Leave of Absence, including:

1. sick leave
2. maternal/parental leave
3. compassionate
4. Convocation
5. personal leave

Accountability:

Annual review by the Board of Directors.

Issue Date	September 9, 2019
Revision Date	
Review Year	2020

Objective:

Aurora School believes it is appropriate to provide support and assistance to employees who are unable to work due to matters beyond their control.

Responsibility:

Secretary-Treasurer in consultation with school-based administration.

Regulation:

A. Sick Leave

1. Where approved by the employer, sick leave with pay will be provided for the purpose of obtaining necessary medical or dental treatment or on account of injury, illness or disability.
2. The total amount of sick leave with pay taken in a school year shall not be more than:
 - a. ten (10) working days for full-time employees or proportion thereof an employee’s FTE.
 - b. For absences of more than three consecutive days, the employee must provide a medical note.
3. For medical leaves qualifying for short or long term disability, employees must follow guidelines as outlined in Aurora School’s group benefit plan.

B. Maternity Leave

1. An employee who has completed 52 weeks continuous employment shall, upon his/her written request at least six weeks in advance, be granted maternity/parental leave to become effective at any time within 12 weeks of the estimated date of delivery, provided that the maternity leave commences not later than the date of delivery.
2. If the pregnancy interferes with the employee’s job performance during the 12 weeks before the estimated date of delivery, the employer can require the employee to start maternity leave. This notice must be given in writing.
3. Maternity leave shall be without pay and benefits except for that portion of maternity leave during which the employee has a valid health-related reason for being absent from work and is also in receipt of sick leave, Employment Insurance (EI), Supplemental Unemployment Benefits (SUB), Short Term Disability (STD) or Long Term Disability (LTD). The total period of maternity leave shall not exceed 18 months.
4. An employee on maternity or parental leave shall provide the employer with 6 weeks written notice of readiness to return to work at which time the employer will reinstate the employee into a position. The employee must be reinstated in the same or a comparable position with earnings and other benefits at least equal to those received when the leave began.
5. Parents and/or adoptive parents are eligible for unpaid, job-protected parental leave as per current Government of Canada legislation. Parental leave must be completed within 52 weeks of the date a baby is born, or newly adopted child is placed with the parent.

Issue Date	September 9, 2019
Revision Date	
Review Year	2020

C. Compassionate Leave

1. Compassionate leave shall be approved by the employer in a case of critical illness or death of the employee’s spouse, son, daughter, father, mother, sister, brother, grandparent, father-in-law, mother-in-law, daughter-in-law, sister-in-law, son-in-law, brother-in-law, or grandparent of spouse:
 - a. for critical illness, up to four consecutive calendar days without loss of salary, provided that such leave is taken within a five (5) consecutive day period, commencing with the date the employee was notified of the illness
 - b. for death, up to five calendar days without loss of salary.
2. The length of leave provided for in Section C1 may be extended at the discretion of the employer, should additional time be required for travel.
3. For school-based employees, notification of compassionate leave must be given to the principal. For central office or whole-school staff, notification must be given to the secretary-treasurer. The employer may require documentation to verify the reason for the absence.
4. Leave may be granted for up to one day to attend the funeral of someone not named in C.1.

D. Convocation

1. Leave of up to one calendar day without loss of salary shall be approved for an employee to attend his/her convocation.

E. Personal Leave

1. In consultation with the principal and/or secretary treasurer, and with two weeks notice where operationally possible, an employee may be granted up to one day personal leave with pay per school year, except where circumstances put such a leave in conflict with the interests of the school.
2. Any employee under contract for 61 to 100 days in a school year may be granted 1/2 day personal leave with pay per school year.

F. Additional Leave

1. With approval of the superintendent, additional leave of absence may be granted by the employer with or without pay.

References:

BP5053: Leave of Absence – Non-Teaching Staff

Adopted	February 1, 1999
Revision Date	November 18, 2020
Review Year	2022

Background/Purpose:

The Board of Directors supports professional development (PD) opportunities for all staff members in their individual pursuit of lifelong learning that enhances educational services for Aurora students. The Board will also provide PD support in areas that the Board targets for organizational growth. According to the Teacher Quality Standard (Ministerial Order #016/97), teachers are obligated to: “...engage in ongoing professional development.”

As per the Collective Agreement, when the Board reviews Policy 5120 - Professional Development, the Board shall notify the Alberta Teachers Association. The Association will be invited to the appropriate meeting of the Policy Committee.

Policy Statement:

The Board of Directors will support and encourage staff members who take the initiative in their ongoing development of skills and competencies. The Board will allocate funds in the annual budget to assist staff in participating in such professional growth.

Guidelines:

1. The Professional Growth Account is available to all permanent full-time and part-time staff members. Staff members on Leave of Absence are not eligible.
2. Each eligible staff member has access to the account to a maximum of \$1000 during the period of September 1 to August 31 of each fiscal year. Part-time employees will be eligible for an amount starting at \$250 and prorated to their FTE above that amount.

Accountability:

Annual review by the Board of Directors.

References:

AR 5120 Staff Professional Development

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5120 regarding staff professional development.

Responsibility:

The Principal(s) will be responsible for approval and the Secretary Treasurer for disbursement of funds.

Regulation:

It is the individual staff member’s choice to apply for PD funding. Unused funds can be carried over for one year to a maximum of 50% of staff member’s allocated professional development funds.

Teachers are not responsible for covering substitute teacher costs out of their Professional Growth Account.

For non-certified staff, the money must be used for work-related professional development and/or training.

PROCEDURES

1. Staff members who wish to access PD funding support are to make application on forms made available for this purpose.
2. Staff members must obtain approval from the Principal at least two weeks prior to activities that require them to be out of school.
3. Approvals for PD expenses will be made by the Principal based on educational merit to Aurora School program of studies.
4. The cost of teacher registration fees for the ATA Teachers’ Convention will be included in individual teachers’ \$1000 PD allocation.
5. The Principal may require teachers to attend particular professional development activities. In such cases, Aurora School will pay the expenses and the teacher’s account is not affected.
6. The Board may also provide professional development support in areas that the Board targets for organizational growth.
7. Reimbursement will be made for eligible account items upon presentation of original receipts.
8. Eligible expenses for PD include:
 - a. University/college Course Tuition
 - b. Conference, seminar, workshop

Adopted	October 13, 2015
Revision Date	
Review Year	2020

- c. Food when on PD (up to \$20/lunch, \$30/dinner) [receipts required]
- d. Lodging when on out-of-town PD (up to \$150/night)
- e. Mileage when on out-of-town PD over 100km from Edmonton (52¢/km)
- f. Parking when on PD (up to \$20/day)
- g. ATA conference workshops and Specialist Council conferences
- h. Alcohol will not be expensed

References:

BP 5120 Staff Professional Development

Adopted	October 2, 1997
Revision Date	December 18, 2017
Review Year	2020

Background/Purpose:

Employee attire should be reflective of Aurora School’s traditional, student-centered, teacher-directed approach.

Policy Statement:

Employees are required to wear appropriate business attire when in the school or representing the school at official functions.

Accountability:

Monitored annually by Superintendent and reviewed on a five year cycle by the Board of Directors as part of its annual work plan.

References:

AR 5130 Staff Attire

Adopted	October 13, 2015
Revision Date	August 21, 2018
Review Year	2023

Objective:

To provide direction for the implementation of Board Policy on staff attire.

Responsibility:

It is the responsibility of the Principals to ensure the implementation of and compliance with this policy *and regulation*. In case of a disagreement, the Principals' decision is final.

Regulation:

1. Staff must be well-groomed at all times (clothing clean, pressed).
2. The wearing of the approved school uniform by staff will be considered to be appropriate business attire.
3. Denim jeans and athletic clothes are not appropriate for classroom wear.
4. Predetermined days that allow for exceptions to the dress code may occur from time to time (certain non-uniform days, athletic days, certain field trips).
5. Physical Education teachers may dress appropriately for those classes. It is preferred that they change into appropriate clothing for classroom teaching.
6. Appropriate footwear must be worn. Dress shoes, dress sandals, and casual shoes are appropriate. Flip flops and running shoes are not appropriate for classroom wear.

References:

BP 5130 Staff Attire

Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The Board of Directors of Aurora School recognizes that excellence in education for students is determined by the quality and commitment of their teachers.

Policy Statement:

The Board is committed to a process that ensures Aurora's teachers are the best. To do that, the Board will support its teachers toward their reaching the highest possible standards of "professional obligation." To this end, the Board supports a continuous program for its teachers that are consistent with Alberta Education policies and regulations related to certificated teacher growth, supervision and evaluation and to Aurora's standards of professional obligation.

Guidelines:

- A.** The Board of Directors expects that the implementation of the teacher professional obligation, supervision and evaluation policy will:
1. ensure that a quality education is being offered to all students in the Aurora School
 2. affirm the worth and dignity of all the parties involved
 3. clearly communicate performance expectations
 4. provide a basis for professional growth and development
 5. acknowledge effective teaching/performance
 6. assist teachers in the development of strategies/skills to support improved performance
 7. assess the quality of instruction
 8. provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, salary, dismissal and provision of reference
- B.** The teacher professional obligation, supervision and evaluation process recognizes the following:
1. communication of clear goals, expectations and criteria for performance by evaluators is essential to effective teacher appraisal
 2. the individual has personal responsibility and accountability for his/her performance
 3. in order to be effective at assessment and at facilitating teacher growth, evaluators must possess a sound knowledge of what constitutes effective teaching
 4. evaluators must possess the skills necessary to recognize, understand, and communicate what constitutes effective performance for each teacher
- C. OTHER**
1. This policy does not restrict:
 - a. The Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, breach of trust or refusal to obey a lawful order of the school authority.
 - b. The Board or Superintendent from taking any action or exercising any right or power under the *Education Act*.

Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Accountability:

Annual review by the Superintendent and monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

- AR 5200 Teacher Growth, Supervision and Evaluation*
- AR 5200.1 Appendix 1 Professional Growth Plan*
- AR 5200.2 Appendix 2 Teacher Evaluation Report*

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5200 Teacher Professional Obligation, Growth, Supervision and Evaluation.

Responsibility:

Each teacher employed at Aurora School under a probationary or continuing contract is responsible for developing and implementing an annual Professional Obligation Growth Plan.

Regulation:

A. PERSONAL PROFESSIONAL OBLIGATION

1. A Professional Obligation Growth Plan shall reflect goals and objectives that are specific and measurable and that are based upon the teacher’s assessment of his/her learning needs.
2. A Professional Obligation Growth Plan shall take into consideration the educational plans of the school as well as those of Alberta Education
3. A Professional Obligation Growth Plan shall clearly demonstrate a relationship to the “Teaching Quality Standards” and to the professional obligation standards, vision and mission statement of Aurora School.
4. Annual Professional Obligation Growth Plans are to be submitted to the Principal or designate before October 31 of each school year for review and approval. At this time, they may be modified in order to enhance effectiveness as required.
5. A written report/review of the annual Professional Obligation Growth Plan is to be submitted to the Principal or designate before May 31 of each school year for review and approval. Each teacher will have a meeting with the administration to determine his/her success in fulfilling the plan.
6. Failure to submit a Professional Obligation Growth Plan as required may result in disciplinary action.

B. SUPERVISION

1. The ongoing supervision of teachers by the Principal or designate is to include:
 - a. providing support and guidance to teachers
 - b. observing and receiving information from any source about the quality of teaching a teacher provides to students
 - c. identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

C. EVALUATION

1. Evaluation of a teacher may be conducted by the Principal:
 - a. upon written request by a teacher
 - b. for purpose of gathering information related to a specific employment decision
 - c. for the purpose of assessing growth in specific areas of practice
 - d. when, on the basis of information received, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard and Aurora’s Professional Obligation Standard.

2. A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

3. On initiating an evaluation, the Principal must communicate explicitly to the teacher::
 - a. the reason for the evaluation
 - b. the process, criteria and standards to be used
 - c. the time lines to be applied
 - d. the possible outcomes of the evaluation

4. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.

5. Where, as the result of an evaluation, the Principal determines that a change in the behavior or practice of a teacher is required, the Principal must provide to the teacher with a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an Annual Professional Obligation Growth Plan.

6. Completed performance appraisals and any related correspondence concerning the performance of the employee will be placed in the employee’s personnel file.
 - a. An employee may request in writing, that records of a disciplinary nature be removed from his/her personnel file after five (5) years from the date the disciplinary measure was initiated. Such a request may only be made where no subsequent disciplinary records have been placed on the employee’s personnel file.

D. APPEAL PROCEDURES

1. A teacher who disagrees with an evaluation may appeal it to the Superintendent as follows:
 - a. Submit a written letter of appeal to the Superintendent within two weeks of receiving the evaluation report. Specific concerns related to the evaluation must be detailed in the letter.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

- b. Within two weeks of receipt of the appeal, the Superintendent will establish a procedure for reviewing the evaluation. This may include:
 - i. a review of the teacher’s file
 - ii. a meeting with the teacher, his/her representative, evaluator, and other administrative teacher as appropriate
 - iii. additional observation(s) and evaluation of the teacher by another administrator
 - iv. a review of documentation presented by the teacher and administrator pertinent to the appeal
 - v. a review of other information related to the evaluation report or process
- 2. Upon completion of the review, the Superintendent or designate shall indicate in writing, observations and recommendations regarding the appeal.
- 3. The decision of the Superintendent is final.

References:

BP 5200 Teacher Growth, Supervision and Evaluation

AR 5200.1 Appendix 1 Professional Growth Plan

AR 5200.2 Appendix 2 Teacher Evaluation Report

**TEACHER PROFESSIONAL GROWTH,
SUPERVISION AND EVALUATION**

HANDBOOK

AURORA ACADEMIC CHARTER SCHOOL





Teacher Professional Growth, Supervision, and Evaluation Handbook

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Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The Board of Directors of Aurora School recognizes that excellence in education for students is determined by the quality and commitment of their teachers.

Policy Statement:

The Board is committed to a process that ensures Aurora's teachers are the best. To do that, the Board will support its teachers toward their reaching the highest possible standards of "professional obligation." To this end, the Board supports a continuous program for its teachers that are consistent with Alberta Education policies and regulations related to certificated teacher growth, supervision and evaluation and to Aurora's standards of professional obligation.

Guidelines:

- A. The Board of Directors expects that the implementation of the teacher professional obligation, supervision and evaluation policy will:
1. ensure that a quality education is being offered to all students in the Aurora School
 2. affirm the worth and dignity of all the parties involved
 3. clearly communicate performance expectations
 4. provide a basis for professional growth and development
 5. acknowledge effective teaching/performance
 6. assist teachers in the development of strategies/skills to support improved performance
 7. assess the quality of instruction
 8. provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, salary, dismissal and provision of reference
- B. The teacher professional obligation, supervision and evaluation process recognizes the following:
1. communication of clear goals, expectations and criteria for performance by evaluators is essential to effective teacher appraisal
 2. the individual has personal responsibility and accountability for his/her performance
 3. in order to be effective at assessment and at facilitating teacher growth, evaluators must possess a sound knowledge of what constitutes effective teaching
 4. evaluators must possess the skills necessary to recognize, understand, and communicate what constitutes effective performance for each teacher
- C. OTHER
1. This policy does not restrict:
 - a. The Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, breach of trust or refusal to obey a lawful order of the school authority.
 - b. The Board or Superintendent from taking any action or exercising any right or power under the *Education Act*.

Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Accountability:

Annual review by the Superintendent and monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

- AR 5200 Teacher Growth, Supervision and Evaluation*
- AR 5200.1 Appendix 1 Professional Growth Plan*
- AR 5200.2 Appendix 2Teacher Evaluation Report*

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5200 Teacher Professional Obligation, Growth, Supervision and Evaluation.

Responsibility:

Each teacher employed at Aurora School under a probationary or continuing contract is responsible for developing and implementing an annual Professional Obligation Growth Plan.

Regulation:

A. PERSONAL PROFESSIONAL OBLIGATION

1. A Professional Obligation Growth Plan shall reflect goals and objectives that are specific and measurable and that are based upon the teacher’s assessment of his/her learning needs.
2. A Professional Obligation Growth Plan shall take into consideration the educational plans of the school as well as those of Alberta Education
3. A Professional Obligation Growth Plan shall clearly demonstrate a relationship to the “Teaching Quality Standards” and to the professional obligation standards, vision and mission statement of Aurora School.
4. Annual Professional Obligation Growth Plans are to be submitted to the Principal or designate before October 31 of each school year for review and approval. At this time, they may be modified in order to enhance effectiveness as required.
5. A written report/review of the annual Professional Obligation Growth Plan is to be submitted to the Principal or designate before May 31 of each school year for review and approval. Each teacher will have a meeting with the administration to determine his/her success in fulfilling the plan.
6. Failure to submit a Professional Obligation Growth Plan as required may result in disciplinary action.

B. SUPERVISION

1. The ongoing supervision of teachers by the Principal or designate is to include:
 - a. providing support and guidance to teachers
 - b. observing and receiving information from any source about the quality of teaching a teacher provides to students
 - c. identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

C. EVALUATION

1. Evaluation of a teacher may be conducted by the Principal:
 - a. upon written request by a teacher
 - b. for purpose of gathering information related to a specific employment decision
 - c. for the purpose of assessing growth in specific areas of practice
 - d. when, on the basis of information received, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard and Aurora’s Professional Obligation Standard.

2. A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

3. On initiating an evaluation, the Principal must communicate explicitly to the teacher::
 - a. the reason for the evaluation
 - b. the process, criteria and standards to be used
 - c. the time lines to be applied
 - d. the possible outcomes of the evaluation

4. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.

5. Where, as the result of an evaluation, the Principal determines that a change in the behavior or practice of a teacher is required, the Principal must provide to the teacher with a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an Annual Professional Obligation Growth Plan.

6. Completed performance appraisals and any related correspondence concerning the performance of the employee will be placed in the employee’s personnel file.
 - a. An employee may request in writing, that records of a disciplinary nature be removed from his/her personnel file after five (5) years from the date the disciplinary measure was initiated. Such a request may only be made where no subsequent disciplinary records have been placed on the employee’s personnel file.

D. APPEAL PROCEDURES

1. A teacher who disagrees with an evaluation may appeal it to the Superintendent as follows:
 - a. Submit a written letter of appeal to the Superintendent within two weeks of receiving the evaluation report. Specific concerns related to the evaluation must be detailed in the letter.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

- b. Within two weeks of receipt of the appeal, the Superintendent will establish a procedure for reviewing the evaluation. This may include:
 - i. a review of the teacher’s file
 - ii. a meeting with the teacher, his/her representative, evaluator, and other administrative teacher as appropriate
 - iii. additional observation(s) and evaluation of the teacher by another administrator
 - iv. a review of documentation presented by the teacher and administrator pertinent to the appeal
 - v. a review of other information related to the evaluation report or process
- 2. Upon completion of the review, the Superintendent or designate shall indicate in writing, observations and recommendations regarding the appeal.
- 3. The decision of the Superintendent is final.

References:

BP 5200 Teacher Growth, Supervision and Evaluation

AR 5200.1 Appendix 1 Professional Growth Plan

AR 5200.2 Appendix 2 Teacher Evaluation Report

Teacher Growth, Supervision and Evaluation Policy

BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

POLICY

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

STATUTE

School Act

s.18	Teachers
s.20	Principals
s.22	School council
s.28(2)	Private schools
s.30(1)(2)	Early childhood services program
s.39(3)	Teacher evaluation
s.93	Qualifications re supervisory position
s.94	Certification of teachers
s.105	Suspension of teacher
s.106	Termination of contract
s.107	Termination by board
s.108	Termination by teacher
s.109	Notice of termination
s.113(4)	Superintendent of schools

REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy.

DEFINITIONS

In this Policy,

(a) "ECS operator" means a board or person approved under section 30 of the **School Act** to provide an early childhood services program;

(b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;

(c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

(i) the behaviours or practices that do not meet the teaching quality standard and the changes required,

(ii) the remediation strategies the teacher is advised to pursue, and

(iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;

(d) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister;

(e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.

(f) "principal" means

(i) a principal as defined in the **School Act**,

(ii) a superintendent or designee in respect to fulfilling obligations under section 113 of the **School Act**, or for purposes of making recommendations under the Certification of Teachers Regulation, or

(iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;

(h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the **School Act** and exercises educational leadership;

(i) "teacher" means

(i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the **School Act**, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the **School Act**.

(j) "teacher professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;

(k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

PROCEDURES

General

1 Each school authority and ECS operator shall implement a policy consistent with this Policy that:

(a) applies to all teachers unless otherwise stipulated in this Policy,

(b) provides a review mechanism,

(c) is consistent with the teaching quality standard,

(d) is readily available to the public, and

(e) details when and how often information summarizing implementation of the policy will be reported to the public.

2 The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Teacher Growth

3 A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the **School Act** if required by the policy of the school authority or ECS operator,

is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4 An annual teacher professional growth plan:

(a) may be a component of a long-term, multi-year plan; and

(b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

5 At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6 If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7 Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8 Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

9 A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

(a) providing support and guidance to teachers;

(b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and

(c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

10(1) The evaluation of a teacher by a principal may be conducted:

(a) upon the written request of the teacher;

(b) for purposes of gathering information related to a specific employment decision;

(c) for purposes of assessing the growth of the teacher in specific areas of practice,

(d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

(2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

11 On initiating an evaluation, the principal must communicate explicitly to the teacher:

(a) the reasons for and purposes of the evaluation;

(b) the process, criteria and standards to be used;

(c) the timelines to be applied; and

(d) the possible outcomes of the evaluation.

12 Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

13 Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other

14 This Policy does not restrict:

(a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or

(b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the **School Act**.

15 Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.

Alberta Education
Teaching Quality
Standard



Teaching Quality Standard

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

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

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

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

Fostering Effective Relationships

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

Achievement of this competency is demonstrated by indicators such as:

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

Engaging in Career-Long Learning

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

Achievement of this competency is demonstrated by indicators such as:

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

Demonstrating a Professional Body of Knowledge

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

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

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

Achievement of this competency is demonstrated by indicators such as:

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

Applying Foundational Knowledge about First Nations, Métis and Inuit

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

Achievement of this competency is demonstrated by indicators such as:

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

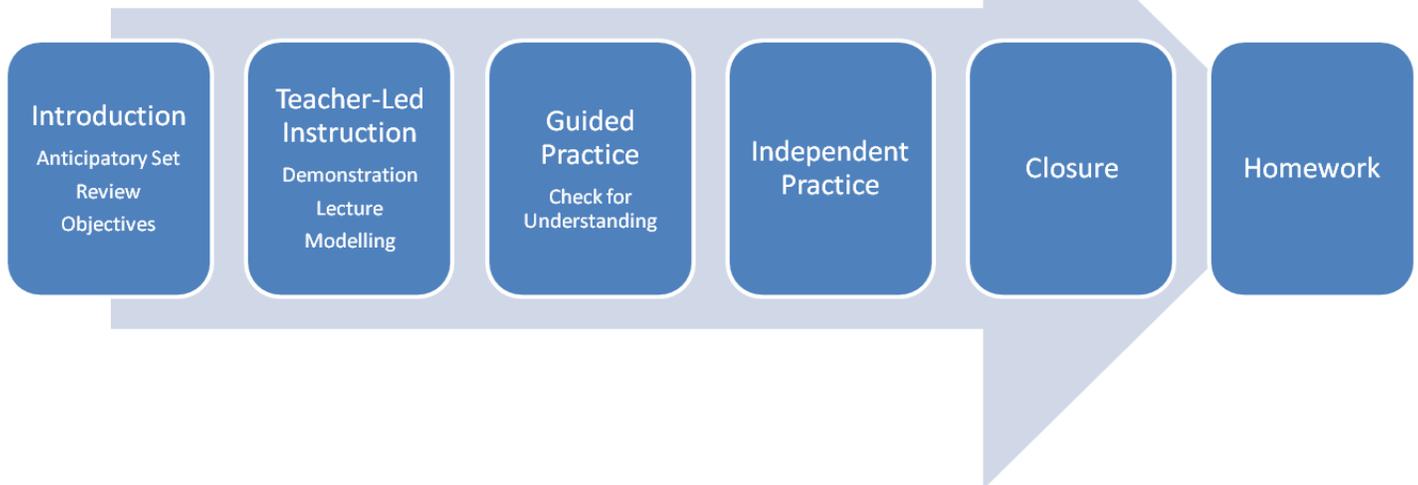
Adhering to Legal Frameworks and Policies

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

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Direct Instruction Model for Aurora Academic Charter School



Based on models of direct instruction created by Siegfried Engelmann, Madeline Hunter, Barak Rosenshine and others, the Aurora Academic Charter School Model of Direct Instruction is reflective of our school's vision of classroom instruction. This model, along with the Direct Instruction Strategies, formulates the system of instruction evident in every classroom.

1. Introduction – contains a “hook”, or anticipatory set to draw students into the lesson, possible review if the lesson is carried over from a previous time, and stated objectives, verbal or written, to inform students about what they will be learning.

2. Teacher-Led Instruction – the teacher directly demonstrates, informs, models, or gives examples of the end-product of the lesson.

3. Guided Practice – students work on activities or exercises relative to the subject with teacher assistance and guidance. Student progress is monitored and evaluated.

4. Independent Practice (optional) – Students practice independently to provide reinforcement of learning.

5. Closure – The lesson is summarized by the teacher and the objective is restated.

6. Homework – Assigned homework is completed by the students as found in school policy.





PROFESSIONAL GROWTH PLAN

In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year.

Developing the plan is a professional function through which teachers demonstrate their commitment to lifelong professional learning while fulfilling their regulatory requirements pertaining to continuing education. The key components of developing the plan found in the policy governing growth plans state a teacher's annual growth plan shall:

Reflect goals and objectives based on an assessment of learning needs by the individual teacher

Show a demonstrable relationship to the Teaching Quality Standard

Take into consideration the educational plans for the school, school board and Alberta Education

Section 11.3 in the recent Central Table Agreement that pertains to the Teacher Professional Growth Plan further clarifies the professional function of the plan and the primacy of the teacher's judgement in developing the plan through the following language:

11.3 Teacher Professional Growth Plan

a) Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction's goals.

b) The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans, will continue to take place.

c) School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

The plan is to be submitted for review or approval early in the fall and is also reviewed at the end of the year. A teacher who does not complete a plan may be subject to discipline. A growth plan may include mentorship or supervision of a student teacher and may be a multi-year plan.

The detailed requirements for an annual teacher professional growth plan (TPGP) are outlined in the Provincial Policy 2.1.5 Teacher Growth, Supervision and Evaluation Policy of Alberta Education.

The Alberta Teachers' Association has developed the following instructive and informative tools and resources intended to help teachers develop a professional growth plan. The tools and resources have been organized into five sections:

[Section 1: Review Provincial Policy Regulations](#)

[Section 2: Reflect on Your Professional Practice](#)

[Section 3: Develop a Professional Growth Plan](#)

[Section 4: Prepare for a Successful Review of Your Growth Plan](#)

[Section 5: Frequently Asked Questions \(FAQ\)](#)

Taken from the Alberta Teachers' Association [website](#).

Visit [Alberta Education Teaching Quality Standard](#)

Teacher Name

Evaluator Name

Teaching Assignment

Date

Fostering Effective Relationships

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Engaging in Career-long Learning

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Demonstrating a Professional Body of Knowledge

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

Achievement of this competency is demonstrated by indicators such as:

- a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long-range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Establishing Inclusive Learning Environments

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

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to

- enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Applying Foundational Knowledge About First Nations, Métis and Inuit

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Adhering to Legal Frameworks and Policies

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

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		



Teacher Evaluation Process

Probationary and Temporary Teacher Evaluation

1. Meet with the teacher to distribute and discuss the Teacher Professional Growth, Supervision and Evaluation Handbook, Aurora AR 5200, and the Alberta Education Teaching Quality Standard.
2. Send a letter/email to the teacher indicating the following:
 - a. Evaluation process, both formal and informal
 - b. Reasons, timelines, and outcomes for the evaluation
3. Prepare for evaluation
 - a. Set up times for meetings and observations (back-to-back lesson for next day)
 - b. Ask for a lesson plan to be provided
 - c. Ask for long-term plans, unit plans, daily lesson plans, and gradebook
4. Pre-Lesson Meeting A
 - a. Review previously distributed documents to clarify
 - b. Review lesson plan for observation
5. Classroom Observation A
 - a. Record notes using the Teacher Evaluation Observation Rubric
6. Post-Lesson Meeting A
 - a. Review notes and evaluation document with teacher
 - b. Determine need for additional information to complete report
7. Repeat steps 4, 5, 6 as necessary (at least once more)
8. Write first draft of Teacher Evaluation Report & meet with teacher to review
9. Write final copy of Teacher Evaluation Report
 - a. Meeting to review with teacher and sign the document
 - b. If the teacher does not agree with the contents of the evaluation, change any inaccuracies but DO NOT CHANGE your professional judgement. Include recommendation for improvements along with sample supports to assist with the improvement.
 - i. The teacher may write their comments or a letter to the Principal and Superintendents to be included with the Report in their file
 - c. Submit copy of signed report to Superintendents and give copy to teacher

Permanent Certification

1. Teacher will request a formal evaluation in the year that they will reach 200 days of teaching.
2. Evaluation process as above with recommendation to the Superintendents that the staff receive a permanent certification
3. The teacher will write an explanation of how they are achieving the Teacher Quality Standard to be included with the Teacher Evaluation Report



Sample Evaluation Plan

(date)

Memo to: (name)
Teacher
Aurora Academic Charter School
Edmonton, Alberta

From: (name)
Principal
Aurora Academic Charter School

The purpose of our meeting yesterday (date) was to establish a plan for your evaluation.

The overriding purpose of this evaluation is to ensure that your professional performance meets the expectations of board policy and the Teaching Quality Standard. The process is intended to identify the strengths and any weaknesses of your teaching practice, it also will attempt to help you improve any behaviours we might discover that diminish your capacity to impact, positively, students' learning. The report that emanates from this process will also address the issues identified for you in my memo of (date).

The first step in the evaluation process was to review the expectations found in the Teaching Quality Standard, We discussed the matter and you indicated that you understood its relevance to your teaching practice.

Your assignment this semester includes:

We drafted the following evaluation plan:

1. I will observe the following classes at least once:
2. We will set aside at least an hour to review your long-range plans and your planning process, As well, we will spend a similar amount of time reviewing your student assessment/evaluation practices.
3. In order to review connections between lessons, I will observe two lessons in the same block in sequence.
4. Some lesson observations will be focused. Some will be general or open ended, responding to the particular nature of the lesson.
5. As agreed upon, at least two lesson observations will feature a preconference. Most lesson observations will be by a post conference. You will have the opportunity to append your notes and observations.
6. I will attempt to do observations on various days of the week and at various times of the instructional day.
7. After several lesson observations, I may provide you with comments on observations if patterns of teaching practices become evident that suggest minimal remediation. If that is the case, the timelines for this evaluation will be extended in order for you to improve your practices to acceptable standards. Again, there will be an opportunity for you to append your notes and observations.
8. Any workshop opportunities related to your assignment of which I become aware will be brought to your attention.
9. Observations of your lessons will commence (date). We agreed to meet on (date) to review your planning practices and on (date) to review your student assessment and evaluation practices and record keeping.
10. You will receive copies of all observation notes taken in lessons.

This process will culminate in a report, which I hope to complete before (date). The report will state whether or not, in my opinion, your teaching practice meets the expectations of the Teaching Quality Standard. If it does, you and I will draft a plan to support your continued professional growth. If not, recommendations pursuant to board policy will be placed in the report. You will have an opportunity to review the report before it is finalized.

Sincerely,

(name)
(position)



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
 Telephone: 780-454-1855 Fax: 780-454-8104

Date of Report:	School: Middle School	Teacher:
Classroom Observations for this Report: GRADE SUBJECT #STUDENTS TIME		PERFORMANCE INDICATORS ✓ 3 = Evident 2 = Developing 1 = Not Evident -- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s)					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Short Range Instructional Planning (Unit Plans)					
Long Range Instructional Planning					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--	
Appears Planned and Prepared for the Lesson					
Effectively Introduces the Lesson					
Uses the Aurora Direct Instruction Model					
Utilizes a Variety of Teaching Strategies					
Uses Effective and Varied Questioning Strategies					
Evaluates Whether the Class Comprehends the Lesson					
Maintains Student Interest in the Lesson					
All Students are Given an Opportunity to Participate					
Appropriate Use of Technology					

Assessing/Evaluation Student Achievement	3	2	1	--	
Assessment/Evaluation Reflects Course Objectives					
Uses a Variety of Assessment Techniques					

Classroom Management/Discipline	3	2	1	--	
Captures and holds the students' attention					
Clearly gives directions for work to be done					
Establish expectations for student routines in the classroom					
Uses reinforcement for both negative and positive behavior					
Creates a quiet and studious work environment					
Establishes a good rapport with students					
Accommodates individual learning differences & needs					

Communication	3	2	1	--	
Voice can be heard throughout the classroom					
Voice tone and inflection are effectively utilized					



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TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Other Observations:

Summary:

Evaluator's Signature/Title

Date



Date of Observation:	School: Elementary	Teacher:
Classroom Observations for this Report:		PERFORMANCE INDICATORS ✓
GRADE	SUBJECT	#STUDENTS
		TIME
		3 = Evident
		2 = Developing
		1 = Not Evident
		-- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s) Evident					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Daily and Weekly Plans up-to-date					
Familiar with Short & Long Range Plans (Unit & Year Plans)					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--
Appears Planned and Prepared for the Lesson				
Effectively Introduces the Lesson				
Uses the Aurora Direct Instruction Model				
Utilizes a Variety of Teaching Strategies				
Uses Effective and Varied Questioning Strategies				
Evaluates Whether the Class Comprehends the Lesson				
Gives All Students an Opportunity to Participate				
Appropriate Use of Technology				

Assessing/Evaluation Student Achievement	3	2	1	--
Assessment/Evaluation Reflects Course Objectives				
Uses a Variety of Assessment Techniques				
Gradebook is up-to-date				

Classroom Management/Discipline	3	2	1	--
Applies strategies to maintain the students' attention				
Clearly gives directions for work to be done				
Establishes expectations for student routines in the classroom				
Uses reinforcement with both negative and positive behavior				
Creates a quiet and studious work environment				
Demonstrates a good rapport with students				
Accommodates individual learning differences & needs				

Communication	3	2	1	--
Voice projection appropriate for lesson delivery				
Voice tone and inflection are effectively utilized				



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
Telephone: 780-454-1855 Fax: 780-454-8104

Evaluator: _____

TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Teacher Observations:

Summary:

Evaluator's Signature/Title

Date

Teacher Evaluation Report

Teacher Name:	Date:	
Current School:	Teaching Assignment:	
Contract Status:		
Purpose of Evaluation	1. <input type="checkbox"/> Probationary, Temporary or Interim Contract 2. <input type="checkbox"/> Teacher Request (Reason: _____) 3. <input type="checkbox"/> Evaluation of Continuing Contract Teacher based on concerns that the teacher may not be meeting the Alberta Education Teaching Quality Standard	
Evaluator's Name(s):	Evaluator's Position(s):	
<input type="checkbox"/> Yes, the teacher was notified in writing on (date): _____ <ul style="list-style-type: none"> ● the reasons for the evaluation, including being provided a copy of Aurora AR 5200, the Aurora Teacher Supervision Handbook, and the Alberta Education Teaching Quality Standard ● the process, criteria and standards to be used ● the timelines to be applied ● the possible outcomes of the evaluation of the competencies of the Teaching Quality Standard 		
Human Resources Use Only:	<i>Date received:</i>	<i>Entered by:</i>
<i>Reviewed by:</i>		

Evaluation Summary:			
Teacher's Professional Background and Experience (Degrees and Previous Experience):			
<ul style="list-style-type: none"> ● 			
Evaluation timeline (observation dates, subject(s) and times; pre & post conference dates):			
Date	Subject	Grade	Scheduled or Unscheduled?
Observation notes were shared throughout the evaluation process and are appended to this evaluation for information.			

Relevant Documentation (lesson plans, gradebooks, etc.):

Date Received	Date of Document	Document Summary

Quality Practice Standard: Teachers must apply the following **competencies** toward student learning. Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. All Alberta teachers are expected to meet the Teacher Quality Standard throughout their career.

Please refer to [Alberta Education website](#) for fully expanded competencies and indicators.

Competency 1 : Fostering Effective Relationships	Level
The teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 1 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● acting consistently with fairness, respect and integrity ● demonstrating empathy and a genuine caring for others ● providing meaningful opportunities for parents/guardians to support student learning ● collaborating with community partners ● providing culturally appropriate opportunities for parents, guardians and students that support student learning, honour cultural diversity and promote intercultural understanding including First Nation, Metis and Inuit 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 2: Engaging in Career-Long Learning	Level
The teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard

- Competency 2 is demonstrated by indicators such as:**
- collaborating with other professionals to build personal and collective efficacy and expertise; actively seeking feedback to enhance teaching practice
 - building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments
 - participating in ongoing professional learning to access, understand and apply educational research to enhance practice
 - developing an understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values
 - expanding knowledge and awareness of emerging technologies to inform practice

Evaluation Comments:

Commendations:

Recommendations:

Competency 3 : Demonstrating a Professional Body of Knowledge	Level
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the leaning needs of every student.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard

- Competency 3 is demonstrated by indicators such as:**
- intentionally planning, designing and delivering engaging learning experiences for students that address outcomes outlined in the Alberta programs of study
 - ensure that all students continuously develop skills in literacy and numeracy
 - utilizing a variety of engaging instructional strategies reflecting student needs and development
 - applying formative assessment data to inform next steps in instruction and provide feedback to students
 - using ongoing evidence to support a reasoned judgement to report on student learning and progress

Evaluation Comments:

Commendations:

Recommendations:

Competency 4: Establishing Inclusive Learning Environments	Level
The teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 4 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>fostering in the school community equality and respect with regard to Human Rights and Canadian Charter of Rights and Freedoms</i> ● <i>using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth</i> ● <i>demonstrating a philosophy of education affirming that every student can learn and be successful</i> ● <i>recognizing and responding to the emotional and mental health needs of students</i> ● <i>recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes</i> ● <i>employing classroom management strategies that promote positive, engaging learning environments</i> ● <i>incorporating opportunities for student leadership including capitalizing on students' personal and cultural strengths</i> 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit	Level
The teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 5 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education</i> ● <i>providing opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit</i> ● <i>supporting the learning experiences of all students by ensuring resources that accurately reflect and demonstrate the strengths and diversity of First Nations, Métis and Inuit</i> 	
Evaluation Comments:	

<i>Commendations:</i>	
<i>Recommendations:</i>	
Competency 6: Adhering to Legal Frameworks and Policies	
Level	
The teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
Competency 6 is demonstrated by indicators such as: <ul style="list-style-type: none"> ● maintaining an awareness of, and responding in accordance with, requirements authorized under the Education Act and other relevant legislation ● engaging in practices consistent with policies and procedures established by the school authority ● recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students 	
Evaluation Comments	
<i>Commendations:</i>	
<i>Recommendations:</i>	
Evaluator's Closing Comments:	
The teacher consistently demonstrates the Teaching Quality Standard (This does not constitute an offer of employment).	<input type="checkbox"/> Meeting Standard <input type="checkbox"/> Not Meeting Standard
Recommendations:	

Principal's Name:	Principal's Signature:	Date:
Teacher Comments:		
I hereby certify that I have read and received a copy of this evaluation summary. I understand the contents of this document and acknowledge that a copy will be placed in my Education Centre Human Resources personnel file.		
Teacher's Signature:		Date:

Original to Human Resources; cc: Teacher

Teaching Quality Standard – Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.



Sample Notice of Remediation

(date)

Dear (name):

RE: Notice of Remediation

In accordance with board policy, you are issued with this notice of remediation. This notice constitutes a lawful order of the board under section 197 of the *Education Act*. It is issued subsequent to the evaluation report dated (date), which I authored.

As a result of the evaluation of your teaching, I determined that changes in your teaching practice are required. This notice replaces your obligation to develop and implement an annual professional growth plan. You are required to focus on the required changes outlined in this notice instead.

This notice is in effect as of this date.

The time lines for this notice are:

1. You have until (date), to achieve the skills required to overcome the elements of your teaching practice that do not meet the Teaching Quality Standard.
2. (As per board policy on teacher evaluation) The superintendent for this school will conduct an evaluation of your professional performance commencing (date). It will concentrate on determining whether there has been sufficient improvement in your practice to warrant it being judged as meeting the Teaching Quality Standard.
3. In the event that this evaluation also finds that your practice does not meet the standard, a recommendation may be made to the Board to terminate your contract of employment.
4. Notwithstanding point 3, above, if there is sufficient improvement to indicate the possibility of your providing service that meets the Teaching Quality Standard, the superintendent may extend the timelines for this notice.
5. This notice of remediation is issued for the period of (date to date). Subject to the discretion of the superintendent it may be further extended for a period time certain.

Required Improvements to Professional Practice

What follows are the required improvements to be made to your professional practice. They must be in evidence at the time of the evaluation and if found, must continue to be characteristics of your practice over time. They are drawn from the conclusions in my report of (date).

Reference to TQS

Support and Guidance

Although the onus falls on you to improve the areas of practice specified in this notice of remediation, we are prepared to continue to support you in these efforts. The following professional learning opportunities will be made available should you wish to participate:

1. A
2. B
3. C
4. D

Conclusion

In conclusion, it is my aim to help you become, again, a successful teacher in this school. Notwithstanding this aim, you must meet the Teaching Quality Standard and the expectations of board policy.

The subsequent evaluation at the conclusion of this remediation process may result in:

1. Your meeting the expectations of the Teaching Quality Standard and a return to the ongoing supervision process, or
2. An extension of this remediation plan, or
3. A change of assignment.
4. Failure or inability to reach the expectations outlined in this document could result in employment consequences up to and including termination of your contract. This would involve a recommendation by the superintendent to the board.

Please let me know if you have any questions in regard to this notice or if there is anything I can do to hope you meet with success regarding the required improvements to your professional practice.

Yours truly,

(name) ((position))

Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The Board of Directors of Aurora School recognizes that excellence in education for students is determined by the quality and commitment of their teachers.

Policy Statement:

The Board is committed to a process that ensures Aurora's teachers are the best. To do that, the Board will support its teachers toward their reaching the highest possible standards of "professional obligation." To this end, the Board supports a continuous program for its teachers that are consistent with Alberta Education policies and regulations related to certificated teacher growth, supervision and evaluation and to Aurora's standards of professional obligation.

Guidelines:

- A. The Board of Directors expects that the implementation of the teacher professional obligation, supervision and evaluation policy will:
1. ensure that a quality education is being offered to all students in the Aurora School
 2. affirm the worth and dignity of all the parties involved
 3. clearly communicate performance expectations
 4. provide a basis for professional growth and development
 5. acknowledge effective teaching/performance
 6. assist teachers in the development of strategies/skills to support improved performance
 7. assess the quality of instruction
 8. provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, salary, dismissal and provision of reference
- B. The teacher professional obligation, supervision and evaluation process recognizes the following:
1. communication of clear goals, expectations and criteria for performance by evaluators is essential to effective teacher appraisal
 2. the individual has personal responsibility and accountability for his/her performance
 3. in order to be effective at assessment and at facilitating teacher growth, evaluators must possess a sound knowledge of what constitutes effective teaching
 4. evaluators must possess the skills necessary to recognize, understand, and communicate what constitutes effective performance for each teacher
- C. OTHER
1. This policy does not restrict:
 - a. The Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, breach of trust or refusal to obey a lawful order of the school authority.
 - b. The Board or Superintendent from taking any action or exercising any right or power under the *Education Act*.

Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Accountability:

Annual review by the Superintendent and monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

AR 5200 Teacher Growth, Supervision and Evaluation

AR 5200.1 Appendix 1 Professional Growth Plan

AR 5200.2 Appendix 2 Teacher Evaluation Report

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5200 Teacher Professional Obligation, Growth, Supervision and Evaluation.

Responsibility:

Each teacher employed at Aurora School under a probationary or continuing contract is responsible for developing and implementing an annual Professional Obligation Growth Plan.

Regulation:

A. PERSONAL PROFESSIONAL OBLIGATION

1. A Professional Obligation Growth Plan shall reflect goals and objectives that are specific and measurable and that are based upon the teacher’s assessment of his/her learning needs.
2. A Professional Obligation Growth Plan shall take into consideration the educational plans of the school as well as those of Alberta Education
3. A Professional Obligation Growth Plan shall clearly demonstrate a relationship to the “Teaching Quality Standards” and to the professional obligation standards, vision and mission statement of Aurora School.
4. Annual Professional Obligation Growth Plans are to be submitted to the Principal or designate before October 31 of each school year for review and approval. At this time, they may be modified in order to enhance effectiveness as required.
5. A written report/review of the annual Professional Obligation Growth Plan is to be submitted to the Principal or designate before May 31 of each school year for review and approval. Each teacher will have a meeting with the administration to determine his/her success in fulfilling the plan.
6. Failure to submit a Professional Obligation Growth Plan as required may result in disciplinary action.

B. SUPERVISION

1. The ongoing supervision of teachers by the Principal or designate is to include:
 - a. providing support and guidance to teachers
 - b. observing and receiving information from any source about the quality of teaching a teacher provides to students
 - c. identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

C. EVALUATION

1. Evaluation of a teacher may be conducted by the Principal:
 - a. upon written request by a teacher
 - b. for purpose of gathering information related to a specific employment decision
 - c. for the purpose of assessing growth in specific areas of practice
 - d. when, on the basis of information received, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard and Aurora’s Professional Obligation Standard.
2. A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.
3. On initiating an evaluation, the Principal must communicate explicitly to the teacher::
 - a. the reason for the evaluation
 - b. the process, criteria and standards to be used
 - c. the time lines to be applied
 - d. the possible outcomes of the evaluation
4. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.
5. Where, as the result of an evaluation, the Principal determines that a change in the behavior or practice of a teacher is required, the Principal must provide to the teacher with a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an Annual Professional Obligation Growth Plan.
6. Completed performance appraisals and any related correspondence concerning the performance of the employee will be placed in the employee’s personnel file.
 - a. An employee may request in writing, that records of a disciplinary nature be removed from his/her personnel file after five (5) years from the date the disciplinary measure was initiated. Such a request may only be made where no subsequent disciplinary records have been placed on the employee’s personnel file.

D. APPEAL PROCEDURES

1. A teacher who disagrees with an evaluation may appeal it to the Superintendent as follows:
 - a. Submit a written letter of appeal to the Superintendent within two weeks of receiving the evaluation report. Specific concerns related to the evaluation must be detailed in the letter.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

- b. Within two weeks of receipt of the appeal, the Superintendent will establish a procedure for reviewing the evaluation. This may include:
 - i. a review of the teacher’s file
 - ii. a meeting with the teacher, his/her representative, evaluator, and other administrative teacher as appropriate
 - iii. additional observation(s) and evaluation of the teacher by another administrator
 - iv. a review of documentation presented by the teacher and administrator pertinent to the appeal
 - v. a review of other information related to the evaluation report or process
- 2. Upon completion of the review, the Superintendent or designate shall indicate in writing, observations and recommendations regarding the appeal.
- 3. The decision of the Superintendent is final.

References:

BP 5200 Teacher Growth, Supervision and Evaluation

AR 5200.1 Appendix 1 Professional Growth Plan

AR 5200.2 Appendix 2 Teacher Evaluation Report

Teacher Growth, Supervision and Evaluation Policy

BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

POLICY

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

STATUTE

School Act

s.18	Teachers
s.20	Principals
s.22	School council
s.28(2)	Private schools
s.30(1)(2)	Early childhood services program
s.39(3)	Teacher evaluation
s.93	Qualifications re supervisory position
s.94	Certification of teachers
s.105	Suspension of teacher
s.106	Termination of contract
s.107	Termination by board
s.108	Termination by teacher
s.109	Notice of termination
s.113(4)	Superintendent of schools

REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy.

DEFINITIONS

In this Policy,

(a) "ECS operator" means a board or person approved under section 30 of the **School Act** to provide an early childhood services program;

(b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;

(c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

(i) the behaviours or practices that do not meet the teaching quality standard and the changes required,

(ii) the remediation strategies the teacher is advised to pursue, and

(iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;

(d) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister;

(e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.

(f) "principal" means

(i) a principal as defined in the **School Act**,

(ii) a superintendent or designee in respect to fulfilling obligations under section 113 of the **School Act**, or for purposes of making recommendations under the Certification of Teachers Regulation, or

(iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;

(h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the **School Act** and exercises educational leadership;

(i) "teacher" means

(i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the **School Act**, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the **School Act**.

(j) "teacher professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;

(k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

PROCEDURES

General

1 Each school authority and ECS operator shall implement a policy consistent with this Policy that:

(a) applies to all teachers unless otherwise stipulated in this Policy,

(b) provides a review mechanism,

(c) is consistent with the teaching quality standard,

(d) is readily available to the public, and

(e) details when and how often information summarizing implementation of the policy will be reported to the public.

2 The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Teacher Growth

3 A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the **School Act** if required by the policy of the school authority or ECS operator,

is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4 An annual teacher professional growth plan:

(a) may be a component of a long-term, multi-year plan; and

(b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

5 At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6 If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7 Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8 Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

9 A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

(a) providing support and guidance to teachers;

(b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and

(c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

10(1) The evaluation of a teacher by a principal may be conducted:

(a) upon the written request of the teacher;

(b) for purposes of gathering information related to a specific employment decision;

(c) for purposes of assessing the growth of the teacher in specific areas of practice,

(d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

(2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

11 On initiating an evaluation, the principal must communicate explicitly to the teacher:

(a) the reasons for and purposes of the evaluation;

(b) the process, criteria and standards to be used;

(c) the timelines to be applied; and

(d) the possible outcomes of the evaluation.

12 Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

13 Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other

14 This Policy does not restrict:

(a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or

(b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the **School Act**.

15 Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.

Alberta Education
Teaching Quality
Standard



Teaching Quality Standard

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Whereas

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

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

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

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

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

Fostering Effective Relationships

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

Achievement of this competency is demonstrated by indicators such as:

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

Engaging in Career-Long Learning

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

Achievement of this competency is demonstrated by indicators such as:

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

Demonstrating a Professional Body of Knowledge

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

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

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

Achievement of this competency is demonstrated by indicators such as:

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

Applying Foundational Knowledge about First Nations, Métis and Inuit

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

Achievement of this competency is demonstrated by indicators such as:

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

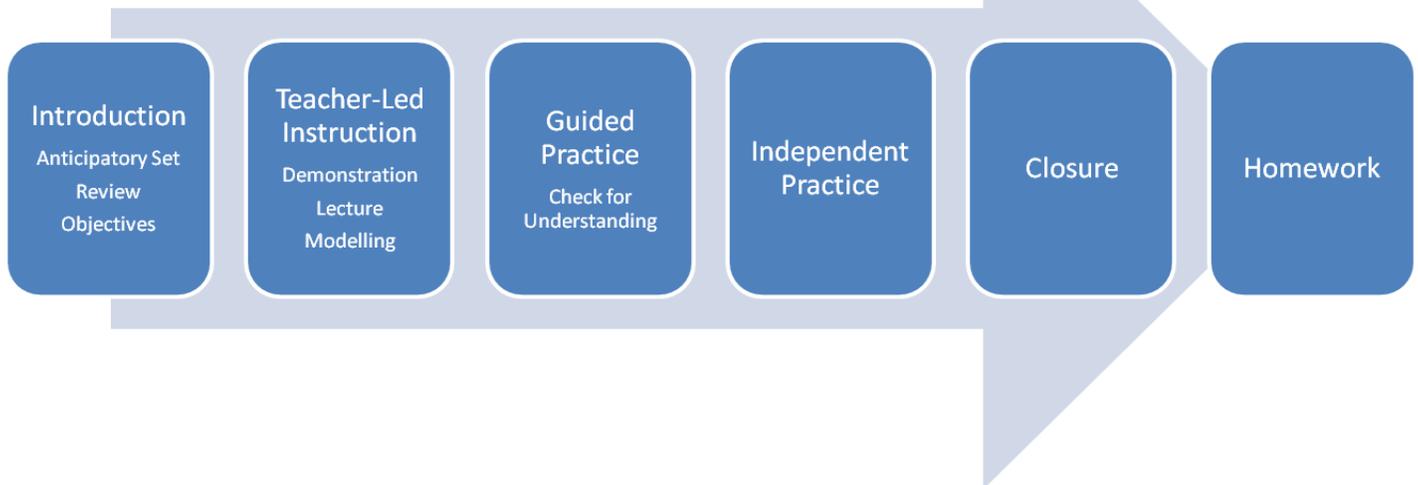
Adhering to Legal Frameworks and Policies

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

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Direct Instruction Model for Aurora Academic Charter School



Based on models of direct instruction created by Siegfried Engelmann, Madeline Hunter, Barak Rosenshine and others, the Aurora Academic Charter School Model of Direct Instruction is reflective of our school's vision of classroom instruction. This model, along with the Direct Instruction Strategies, formulates the system of instruction evident in every classroom.

1. Introduction – contains a “hook”, or anticipatory set to draw students into the lesson, possible review if the lesson is carried over from a previous time, and stated objectives, verbal or written, to inform students about what they will be learning.

2. Teacher-Led Instruction – the teacher directly demonstrates, informs, models, or gives examples of the end-product of the lesson.

3. Guided Practice – students work on activities or exercises relative to the subject with teacher assistance and guidance. Student progress is monitored and evaluated.

4. Independent Practice (optional) – Students practice independently to provide reinforcement of learning.

5. Closure – The lesson is summarized by the teacher and the objective is restated.

6. Homework – Assigned homework is completed by the students as found in school policy.





PROFESSIONAL GROWTH PLAN

In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year.

Developing the plan is a professional function through which teachers demonstrate their commitment to lifelong professional learning while fulfilling their regulatory requirements pertaining to continuing education. The key components of developing the plan found in the policy governing growth plans state a teacher's annual growth plan shall:

Reflect goals and objectives based on an assessment of learning needs by the individual teacher

Show a demonstrable relationship to the Teaching Quality Standard

Take into consideration the educational plans for the school, school board and Alberta Education

Section 11.3 in the recent Central Table Agreement that pertains to the Teacher Professional Growth Plan further clarifies the professional function of the plan and the primacy of the teacher's judgement in developing the plan through the following language:

11.3 Teacher Professional Growth Plan

a) Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction's goals.

b) The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans, will continue to take place.

c) School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

The plan is to be submitted for review or approval early in the fall and is also reviewed at the end of the year. A teacher who does not complete a plan may be subject to discipline. A growth plan may include mentorship or supervision of a student teacher and may be a multi-year plan.

The detailed requirements for an annual teacher professional growth plan (TPGP) are outlined in the Provincial Policy 2.1.5 Teacher Growth, Supervision and Evaluation Policy of Alberta Education.

The Alberta Teachers' Association has developed the following instructive and informative tools and resources intended to help teachers develop a professional growth plan. The tools and resources have been organized into five sections:

[Section 1: Review Provincial Policy Regulations](#)

[Section 2: Reflect on Your Professional Practice](#)

[Section 3: Develop a Professional Growth Plan](#)

[Section 4: Prepare for a Successful Review of Your Growth Plan](#)

[Section 5: Frequently Asked Questions \(FAQ\)](#)

Taken from the Alberta Teachers' Association [website](#).

Visit [Alberta Education Teaching Quality Standard](#)

Teacher Name

Evaluator Name

Teaching Assignment

Date

Fostering Effective Relationships

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Engaging in Career-long Learning

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Demonstrating a Professional Body of Knowledge

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

Achievement of this competency is demonstrated by indicators such as:

- a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long-range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Establishing Inclusive Learning Environments

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

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to

- enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Applying Foundational Knowledge About First Nations, Métis and Inuit

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

Achievement of this competency is demonstrated by indicators such as:

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

Adhering to Legal Frameworks and Policies

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

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		



Teacher Evaluation Process

Probationary and Temporary Teacher Evaluation

1. Meet with the teacher to distribute and discuss the Teacher Professional Growth, Supervision and Evaluation Handbook, Aurora AR 5200, and the Alberta Education Teaching Quality Standard.
2. Send a letter/email to the teacher indicating the following:
 - a. Evaluation process, both formal and informal
 - b. Reasons, timelines, and outcomes for the evaluation
3. Prepare for evaluation
 - a. Set up times for meetings and observations (back-to-back lesson for next day)
 - b. Ask for a lesson plan to be provided
 - c. Ask for long-term plans, unit plans, daily lesson plans, and gradebook
4. Pre-Lesson Meeting A
 - a. Review previously distributed documents to clarify
 - b. Review lesson plan for observation
5. Classroom Observation A
 - a. Record notes using the Teacher Evaluation Observation Rubric
6. Post-Lesson Meeting A
 - a. Review notes and evaluation document with teacher
 - b. Determine need for additional information to complete report
7. Repeat steps 4, 5, 6 as necessary (at least once more)
8. Write first draft of Teacher Evaluation Report & meet with teacher to review
9. Write final copy of Teacher Evaluation Report
 - a. Meeting to review with teacher and sign the document
 - b. If the teacher does not agree with the contents of the evaluation, change any inaccuracies but DO NOT CHANGE your professional judgement. Include recommendation for improvements along with sample supports to assist with the improvement.
 - i. The teacher may write their comments or a letter to the Principal and Superintendents to be included with the Report in their file
 - c. Submit copy of signed report to Superintendents and give copy to teacher

Permanent Certification

1. Teacher will request a formal evaluation in the year that they will reach 200 days of teaching.
2. Evaluation process as above with recommendation to the Superintendents that the staff receive a permanent certification
3. The teacher will write an explanation of how they are achieving the Teacher Quality Standard to be included with the Teacher Evaluation Report



Sample Evaluation Plan

(date)

Memo to: (name)
Teacher
Aurora Academic Charter School
Edmonton, Alberta

From: (name)
Principal
Aurora Academic Charter School

The purpose of our meeting yesterday (date) was to establish a plan for your evaluation.

The overriding purpose of this evaluation is to ensure that your professional performance meets the expectations of board policy and the Teaching Quality Standard. The process is intended to identify the strengths and any weaknesses of your teaching practice, it also will attempt to help you improve any behaviours we might discover that diminish your capacity to impact, positively, students' learning. The report that emanates from this process will also address the issues identified for you in my memo of (date).

The first step in the evaluation process was to review the expectations found in the Teaching Quality Standard, We discussed the matter and you indicated that you understood its relevance to your teaching practice.

Your assignment this semester includes:

We drafted the following evaluation plan:

1. I will observe the following classes at least once:
2. We will set aside at least an hour to review your long-range plans and your planning process, As well, we will spend a similar amount of time reviewing your student assessment/evaluation practices.
3. In order to review connections between lessons, I will observe two lessons in the same block in sequence.
4. Some lesson observations will be focused. Some will be general or open ended, responding to the particular nature of the lesson.
5. As agreed upon, at least two lesson observations will feature a preconference. Most lesson observations will be by a post conference. You will have the opportunity to append your notes and observations.
6. I will attempt to do observations on various days of the week and at various times of the instructional day.
7. After several lesson observations, I may provide you with comments on observations if patterns of teaching practices become evident that suggest minimal remediation. If that is the case, the timelines for this evaluation will be extended in order for you to improve your practices to acceptable standards. Again, there will be an opportunity for you to append your notes and observations.
8. Any workshop opportunities related to your assignment of which I become aware will be brought to your attention.
9. Observations of your lessons will commence (date). We agreed to meet on (date) to review your planning practices and on (date) to review your student assessment and evaluation practices and record keeping.
10. You will receive copies of all observation notes taken in lessons.

This process will culminate in a report, which I hope to complete before (date). The report will state whether or not, in my opinion, your teaching practice meets the expectations of the Teaching Quality Standard. If it does, you and I will draft a plan to support your continued professional growth. If not, recommendations pursuant to board policy will be placed in the report. You will have an opportunity to review the report before it is finalized.

Sincerely,

(name)
(position)



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
 Telephone: 780-454-1855 Fax: 780-454-8104

Date of Report:	School: Middle School	Teacher:
Classroom Observations for this Report: GRADE SUBJECT #STUDENTS TIME		PERFORMANCE INDICATORS ✓ 3 = Evident 2 = Developing 1 = Not Evident -- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s)					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Short Range Instructional Planning (Unit Plans)					
Long Range Instructional Planning					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--	
Appears Planned and Prepared for the Lesson					
Effectively Introduces the Lesson					
Uses the Aurora Direct Instruction Model					
Utilizes a Variety of Teaching Strategies					
Uses Effective and Varied Questioning Strategies					
Evaluates Whether the Class Comprehends the Lesson					
Maintains Student Interest in the Lesson					
All Students are Given an Opportunity to Participate					
Appropriate Use of Technology					

Assessing/Evaluation Student Achievement	3	2	1	--	
Assessment/Evaluation Reflects Course Objectives					
Uses a Variety of Assessment Techniques					

Classroom Management/Discipline	3	2	1	--	
Captures and holds the students' attention					
Clearly gives directions for work to be done					
Establish expectations for student routines in the classroom					
Uses reinforcement for both negative and positive behavior					
Creates a quiet and studious work environment					
Establishes a good rapport with students					
Accommodates individual learning differences & needs					

Communication	3	2	1	--	
Voice can be heard throughout the classroom					
Voice tone and inflection are effectively utilized					



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TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Other Observations:

Summary:

Evaluator's Signature/Title

Date



Date of Observation:	School: Elementary	Teacher:
Classroom Observations for this Report: GRADE SUBJECT #STUDENTS TIME		PERFORMANCE INDICATORS ✓ 3 = Evident 2 = Developing 1 = Not Evident -- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s) Evident					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Daily and Weekly Plans up-to-date					
Familiar with Short & Long Range Plans (Unit & Year Plans)					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--
Appears Planned and Prepared for the Lesson				
Effectively Introduces the Lesson				
Uses the Aurora Direct Instruction Model				
Utilizes a Variety of Teaching Strategies				
Uses Effective and Varied Questioning Strategies				
Evaluates Whether the Class Comprehends the Lesson				
Gives All Students an Opportunity to Participate				
Appropriate Use of Technology				

Assessing/Evaluation Student Achievement	3	2	1	--
Assessment/Evaluation Reflects Course Objectives				
Uses a Variety of Assessment Techniques				
Gradebook is up-to-date				

Classroom Management/Discipline	3	2	1	--
Applies strategies to maintain the students' attention				
Clearly gives directions for work to be done				
Establishes expectations for student routines in the classroom				
Uses reinforcement with both negative and positive behavior				
Creates a quiet and studious work environment				
Demonstrates a good rapport with students				
Accommodates individual learning differences & needs				

Communication	3	2	1	--
Voice projection appropriate for lesson delivery				
Voice tone and inflection are effectively utilized				



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
Telephone: 780-454-1855 Fax: 780-454-8104

Evaluator: _____

TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Teacher Observations:

Summary:

Evaluator's Signature/Title

Date

Teacher Evaluation Report

Teacher Name:	Date:	
Current School:	Teaching Assignment:	
Contract Status:		
Purpose of Evaluation	1. <input type="checkbox"/> Probationary, Temporary or Interim Contract 2. <input type="checkbox"/> Teacher Request (Reason: _____) 3. <input type="checkbox"/> Evaluation of Continuing Contract Teacher based on concerns that the teacher may not be meeting the Alberta Education Teaching Quality Standard	
Evaluator's Name(s):		Evaluator's Position(s):
<input type="checkbox"/> Yes, the teacher was notified in writing on (date): _____ <ul style="list-style-type: none"> ● the reasons for the evaluation, including being provided a copy of Aurora AR 5200, the Aurora Teacher Supervision Handbook, and the Alberta Education Teaching Quality Standard ● the process, criteria and standards to be used ● the timelines to be applied ● the possible outcomes of the evaluation of the competencies of the Teaching Quality Standard 		
Human Resources Use Only:	<i>Date received:</i>	<i>Entered by:</i>
<i>Reviewed by:</i>		

Evaluation Summary:			
Teacher's Professional Background and Experience (Degrees and Previous Experience):			
<ul style="list-style-type: none"> ● 			
Evaluation timeline (observation dates, subject(s) and times; pre & post conference dates):			
Date	Subject	Grade	Scheduled or Unscheduled?
Observation notes were shared throughout the evaluation process and are appended to this evaluation for information.			

Relevant Documentation (lesson plans, gradebooks, etc.):

Date Received	Date of Document	Document Summary

Quality Practice Standard: Teachers must apply the following **competencies** toward student learning. Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. All Alberta teachers are expected to meet the Teacher Quality Standard throughout their career.

Please refer to [Alberta Education website](#) for fully expanded competencies and indicators.

Competency 1 : Fostering Effective Relationships	Level
The teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 1 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● acting consistently with fairness, respect and integrity ● demonstrating empathy and a genuine caring for others ● providing meaningful opportunities for parents/guardians to support student learning ● collaborating with community partners ● providing culturally appropriate opportunities for parents, guardians and students that support student learning, honour cultural diversity and promote intercultural understanding including First Nation, Metis and Inuit 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 2: Engaging in Career-Long Learning	Level
The teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard

- Competency 2 is demonstrated by indicators such as:**
- collaborating with other professionals to build personal and collective efficacy and expertise; actively seeking feedback to enhance teaching practice
 - building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments
 - participating in ongoing professional learning to access, understand and apply educational research to enhance practice
 - developing an understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values
 - expanding knowledge and awareness of emerging technologies to inform practice

Evaluation Comments:

Commendations:

Recommendations:

Competency 3 : Demonstrating a Professional Body of Knowledge	Level
A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the leaning needs of every student.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard

- Competency 3 is demonstrated by indicators such as:**
- intentionally planning, designing and delivering engaging learning experiences for students that address outcomes outlined in the Alberta programs of study
 - ensure that all students continuously develop skills in literacy and numeracy
 - utilizing a variety of engaging instructional strategies reflecting student needs and development
 - applying formative assessment data to inform next steps in instruction and provide feedback to students
 - using ongoing evidence to support a reasoned judgement to report on student learning and progress

Evaluation Comments:

Commendations:

Recommendations:

Competency 4: Establishing Inclusive Learning Environments	Level
The teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 4 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>fostering in the school community equality and respect with regard to Human Rights and Canadian Charter of Rights and Freedoms</i> ● <i>using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth</i> ● <i>demonstrating a philosophy of education affirming that every student can learn and be successful</i> ● <i>recognizing and responding to the emotional and mental health needs of students</i> ● <i>recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes</i> ● <i>employing classroom management strategies that promote positive, engaging learning environments</i> ● <i>incorporating opportunities for student leadership including capitalizing on students' personal and cultural strengths</i> 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit	Level
The teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 5 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education</i> ● <i>providing opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit</i> ● <i>supporting the learning experiences of all students by ensuring resources that accurately reflect and demonstrate the strengths and diversity of First Nations, Métis and Inuit</i> 	
Evaluation Comments:	

<i>Commendations:</i>	
<i>Recommendations:</i>	
Competency 6: Adhering to Legal Frameworks and Policies	
Level	
The teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
Competency 6 is demonstrated by indicators such as: <ul style="list-style-type: none"> ● maintaining an awareness of, and responding in accordance with, requirements authorized under the Education Act and other relevant legislation ● engaging in practices consistent with policies and procedures established by the school authority ● recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students 	
Evaluation Comments	
<i>Commendations:</i>	
<i>Recommendations:</i>	
Evaluator's Closing Comments:	
The teacher consistently demonstrates the Teaching Quality Standard (This does not constitute an offer of employment).	<input type="checkbox"/> Meeting Standard <input type="checkbox"/> Not Meeting Standard
Recommendations:	

Principal's Name:	Principal's Signature:	Date:
Teacher Comments:		
I hereby certify that I have read and received a copy of this evaluation summary. I understand the contents of this document and acknowledge that a copy will be placed in my Education Centre Human Resources personnel file.		
Teacher's Signature:		Date:

Original to Human Resources; cc: Teacher

Teaching Quality Standard – Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.



Sample Notice of Remediation

(date)

Dear (name):

RE: Notice of Remediation

In accordance with board policy, you are issued with this notice of remediation. This notice constitutes a lawful order of the board under section 197 of the *Education Act*. It is issued subsequent to the evaluation report dated (date), which I authored.

As a result of the evaluation of your teaching, I determined that changes in your teaching practice are required. This notice replaces your obligation to develop and implement an annual professional growth plan. You are required to focus on the required changes outlined in this notice instead.

This notice is in effect as of this date.

The time lines for this notice are:

1. You have until (date), to achieve the skills required to overcome the elements of your teaching practice that do not meet the Teaching Quality Standard.
2. (As per board policy on teacher evaluation) The superintendent for this school will conduct an evaluation of your professional performance commencing (date). It will concentrate on determining whether there has been sufficient improvement in your practice to warrant it being judged as meeting the Teaching Quality Standard.
3. In the event that this evaluation also finds that your practice does not meet the standard, a recommendation may be made to the Board to terminate your contract of employment.
4. Notwithstanding point 3, above, if there is sufficient improvement to indicate the possibility of your providing service that meets the Teaching Quality Standard, the superintendent may extend the timelines for this notice.
5. This notice of remediation is issued for the period of (date to date). Subject to the discretion of the superintendent it may be further extended for a period time certain.

Required Improvements to Professional Practice

What follows are the required improvements to be made to your professional practice. They must be in evidence at the time of the evaluation and if found, must continue to be characteristics of your practice over time. They are drawn from the conclusions in my report of (date).

Reference to TQS

Support and Guidance

Although the onus falls on you to improve the areas of practice specified in this notice of remediation, we are prepared to continue to support you in these efforts. The following professional learning opportunities will be made available should you wish to participate:

1. A
2. B
3. C
4. D

Conclusion

In conclusion, it is my aim to help you become, again, a successful teacher in this school. Notwithstanding this aim, you must meet the Teaching Quality Standard and the expectations of board policy.

The subsequent evaluation at the conclusion of this remediation process may result in:

1. Your meeting the expectations of the Teaching Quality Standard and a return to the ongoing supervision process, or
2. An extension of this remediation plan, or
3. A change of assignment.
4. Failure or inability to reach the expectations outlined in this document could result in employment consequences up to and including termination of your contract. This would involve a recommendation by the superintendent to the board.

Please let me know if you have any questions in regard to this notice or if there is anything I can do to hope you meet with success regarding the required improvements to your professional practice.

Yours truly,

(name) ((position))

Adopted	November 20, 2006
Revision Date	December 18, 2017
Review Year	2020

Background/Purpose:

As Aurora School matures, the Board wishes to recognize employees who have given long service.

Policy Statement:

The Board acknowledges that its employees are its most valuable asset and will honor those employees with long service.

Guidelines:

1. Service Awards will be awarded to employees at the completion of each five year phase of employment (i.e. awards will be given for 5, 10, 15, 20, 25, and 30 years of service with Aurora School.)
2. Service Awards will be given to the following categories of employees:
 - a. full-time employees
 - b. part-time employees with continuing employee status (there will be no differentiation made between part-time and full-time employment for the purposes of Service Awards)
3. Long service awards are consistent with CRA requirements.

Accountability:

Reviewed annually by the Board of Directors.

Issue Date	March 12, 2018
Revision Date	
Review Year	2020

Objective:

To support Board Policy on Recognition for Long Service.

Responsibility:

Secretary Treasurer

Regulation:

1. When less than 12 months is served, calculations for eligibility will be made as such:
 - for 3 - 6 months of service, recognition is given for half a year;
 - for 7-12 months of service, recognition is given for one full year
2. Where broken service periods are involved, each partial month of employment will be counted as a full month for the purposes of calculating the total service period.
3. Service Award eligibility (i.e. years of service) is determined by this policy only. The intent of this policy is to provide guidelines to determine when gifts will be given to employees from the Board in appreciation for employee service.
4. For the purpose of Service Awards, any leave will not be considered a break in service provided there was no resignation. Employees who are rehired after resigning from a previous position with Aurora School will begin at year one for award purposes.
5. Employees who resign in good standing or have been laid off after completing their fifth (or multiple of five) year of employment will be eligible to receive a Service Award for those years.
6. For each five-year increment, gift costs will not exceed the following dollar values:

Number of Years	Gift Value (\$)
05	100
10	200
15	500
20	500
25	500
30	500
35	500
40	500

7. Notwithstanding the above guidelines, the Board will deal with all exceptional situations.

References:

*BP 5300 Recognition for Long Service
Canada Revenue Agency (CRA)*

Adopted	May 17, 2007
Revision Date	October 13, 2015
Review Year	2020

Policy Statement:

Aurora School recognizes that it is appropriate to collect personal information that relates directly to and is necessary for the operation of the school’s programs and services. As well, Aurora School maintains these records in a secure manner and information is treated as confidential at all times.

Accountability:

Monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

- AR 5400 Employee Personnel Records*
- BP 2100 Freedom of Information and Protection of Privacy*

Adopted	October 13, 2015
Revision Date	August 30, 2019
Review Year	2020

Objective:

To provide direction for implementation of Board Policy 5400 on Employee Personnel Records.

Responsibility:

The Secretary Treasurer, in consultation with the Superintendent, is responsible for the administration of this policy.

Regulation:

1. Personnel records are maintained primarily to provide an individual record of service.
2. An employee’s personnel file shall contain:
 - a. documentation including correspondence associated with application of employment, curriculum vitae, transcripts, any required security checks, and a copy of a teacher’s *Teacher qualification Service (TQS)*, and a copy of a teacher’s Alberta Teaching Certificate, if applicable,
 - b. employment contracts,
 - c. evaluation reports, and
 - d. copies of correspondence between the employee, school administration, and Board of Directors.
3. A personnel file shall not contain anonymous items.
4. Employees may review the contents of their personnel file, upon request to the Secretary Treasurer at times that are mutually agreeable. The Secretary Treasurer shall monitor the review of their file. Employees may not remove any part of their file from the School. Employees may request copies of individual documents contained in their files and these shall be provided by the Employer in a reasonable period of time.
5. Other than provided for in item 4 above, access to personnel files is restricted to those who deal with employee welfare or supervision. These individuals shall treat the files as confidential.

References:

BP 5400 Employee Personnel Records

Issue Date	February 12, 2018
Revision Date	
Review Year	

Background/Purpose:

The purpose of this Board Policy is to assure compliance by our Aurora School employees and administration with the *Alberta Public Interest Disclosure (Whistleblower Protection) Act*. The purpose of this *Act* and our corresponding Board Policy is to:

1. Facilitate the disclosure and investigation of significant and serious matters that an employee believes may be unlawful, dangerous to the public or injurious to the public interest;
2. Protect employees who make disclosures;
3. Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals;
4. Promote public confidence in the staff and administration of Aurora School.

Policy Statement:

Aurora School communicates and employs established procedures and reporting in compliance with the *Province of Alberta Public Disclosure (Whistleblower Protection) Act* for receiving and investigating disclosures of wrong-doing made by employees.

Scope:

This policy is applicable to all employees and administration at Aurora School.

Principles:

The following principles apply:

1. Aurora School provides and nurtures a positive and supportive environment for all employees;
2. Aurora School is committed to a high standard of ethical, professional, and accountable conduct that is distinguished by respect, integrity and excellence.

Accountability:

The Superintendent is designated as the Chief Officer for the purpose of the administration and reporting protocols and procedures in compliance with the *Alberta Public Disclosure (Whistleblower Protection) Act*. The Superintendent as Chief Officer is responsible for:

1. The administration of the *Act* within Aurora School, including the development of internal procedures for receiving and investigating disclosures of wrongdoing from employees;
2. Ensuring that this *Act* and corresponding Board Policy and Administrative Regulation are communicated to all Aurora employees;
3. Completion of an annual report detailing the number of disclosures received and investigated.

References:

Province of Alberta Public Interest Disclosure (Whistleblower Protection) Act

Adopted	October 2, 1997
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

While Aurora School is an autonomous charter school, it is also a public school. As such, it is open to all, subject to the provisions of the *Education Act* and the Charter.

Policy Statement:

All students who register with Aurora School will have a file maintained by Aurora School. All information in the file will be in accordance with the Freedom of Information and Privacy Act of Alberta.

Guidelines:

1. Registered students whose parent(s) or guardian(s) has met the prerequisites shall be admitted to Aurora School, subject to the availability of positions, on a first-come, first-serve basis.
2. Notwithstanding, siblings of students already admitted will be given priority over those without siblings already admitted. They will likewise, be admitted on a first-come, first-serve basis.
3. Children of current Aurora School employees will also be given priority. This priority will not come before sibling priority.
4. Notwithstanding, students presently attending Aurora School may be granted a leave of absence for a specified period of time. The decision to allow such a leave would be at the discretion of the Board and would be dependent upon the school's ability to adjust to the new circumstances.

Accountability:

Monitored on a five year cycle in accordance with the Board of Directors annual work plan.

References:

Charter School Regulations, section 14

AR 6000 Admittance

Issue Date	November 16, 2015
Revision Date	February 7, 2019
Review Year	2023

Objective:

To provide direction for implementation of Board Policy on admittance of students.

Responsibility:

Superintendent, Secretary Treasurer, Principals

Regulation:

A. Prerequisites to Admittance

Prior to admittance of their children, parents/legal guardians shall attend an interview to review Aurora School’s mission, philosophy, curriculum, teaching methodology, dress code, and discipline policy. Parents or guardians shall sign an interview sheet that outlines these items as well as gathers information about their children and their specific learning needs. Parents/legal guardians are strongly encouraged to consider whether or not the philosophy and practice of the school meets their family’s needs and capabilities for the future. Students will complete a placement assessment during the initial interview to determine their readiness for the grade level that they are applying for. Admittance age requirements will be consistent with Alberta Education current legislation and regulations.

B. Procedures

1. Parents/legal guardians begin the registration process for their child or children by creating an online account in Family Zone. All pertinent information regarding the prospective student(s) along with required documents, must be entered, uploaded, and added for the application to be considered complete.
2. Aurora School will use an online register, maintained by the parents/legal guardian(s), through Family Zone pursuant to procedure B.1. All student information on the waitlist is managed strictly by the parents/legal guardians of the student(s) using the online Family Zone system.
 - a. Aurora School will not give out information regarding the waitlist position of the student.
 - b. Waitlist position is determined by registration date in Family Zone according to BP 6000.
3. When an opening becomes available, the parent/legal guardian of the student in range on the waitlist will be contacted by email and provided a scheduled appointment for placement assessment.
 - a. The school will only use the main email address provided in Family Zone.
 - b. Families will have 2 business days to respond to the email.
4. Students will be removed from the wait list for whom:
 - i. The parent/legal guardian declined a placement assessment;
 - ii. The parent/legal guardian did not respond to the assessment or offer of admission within the designated time allowed;
 - iii. The parent/legal guardian declined the offer of admission;
 - iv. The parent/legal guardian withdrew after registration;
 - v. The information entered into Family Zone is determined inaccurate, false or misleading;

Issue Date	November 16, 2015
Revision Date	February 7, 2019
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- vi. The student had an unsuccessful assessment at Aurora School. A maximum of one assessment will be offered per school year. At the Principal's discretion, a student may be allowed to have a chance to do one more assessment the following year, otherwise the student will be removed from the wait list and need to reapply.

- 5. Placement assessments will include:
 - a. Current school/preschool records and recommendations;
 - b. A grade-level assessment prepared by teachers under guidance of Principal at Aurora School;
 - c. An interview by a teacher or administrator, including a chance for parents/legal guardians to discuss the Aurora program and requirements.

- 6. Students who meet assessment requirements will be offered a position in that grade level. Students who do not meet requirements may reapply onto the waitlist for the next school year.

- 7. Families who do not login and update their Family Zone account information each year by October 31 will be considered inactive.
 - a. It is the responsibility of the parent/legal guardian to ensure their child is on the correct online Family Zone wait list grade and year.

- 8. The current 2019/20 school year minimum entrance age for kindergarten children of Aurora is 4 years and 6 months as of September 1st of the year they begin kindergarten (four years prior to March 1st of the assessment year prior to kindergarten). For the 2020/21 school year and following years, as per current *Education Act*, minimum entrance age for kindergarten students is 5 years old on or before December 31st of the year the student is enrolled.

References:

BP 6000 Admittance
Alberta Education Act

Effective Date	April 17, 2017
Revision Date	June 18, 2018
Review Year	2021

Background/Purpose:

Aurora Academic Charter School supports staff, students, parents, and the community in ensuring positive student behavior and conduct. This policy sets the framework and assurances to establish, implement and maintain a teaching and learning environment that provides each student and every employed staff member with a welcoming, caring, respectful and safe learning environment that includes a detailed code of conduct for students that addresses bullying and other inappropriate behavior.

Policy Statement:

This policy is meant to establish and maintain a welcoming, caring, respectful, and safe learning environment for all students and school staff. All staff and students will not be discriminated against as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*. To be effective our policy must be simple, fair, communicated to our stakeholders, and actively enforced.

Guidelines:**A. A student shall comply with the following code of conduct:**

1. Respect yourself and the rights of others in the school.
2. Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school.
3. Refrain from, report and refuse to tolerate bullying or bullying behavior, even if it happens outside of the school or school hours or electronically/online.
4. Inform an adult you trust in a timely manner of incidents of bullying, harassment, discrimination, intimidation, or any safety concerns in the school.
5. Act in ways that honour and represent you and your school.
6. Attend regularly and punctually.
7. Be ready to learn and actively engage in and diligently pursue your education.
8. Know and comply with the rules of your school.
9. Cooperate with all school staff.
10. Be accountable for your behavior to your teachers and other school staff.
11. Contribute positively to your school and your school community.

B. Unacceptable behaviours include, but are not limited to:

1. Behaviours that interfere with the learning of others, the school environment, and that create unsafe conditions.
2. Acts of bullying, harassment, or intimidation in any context including electronic whether or not inside the school building or during the school day.

Effective Date	April 17, 2017
Revision Date	June 18, 2018
Review Year	2021

3. Physical violence.
4. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concerns.
5. Illegal activity such as:
 - a. possession, use, or distribution of illegal or restricted substances,
 - b. possession or use of weapons,
 - c. theft or damage to property.
6. Discrimination as outlined in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms* based on race, colour, ancestry, place of origin, religious beliefs, gender, physical or mental disability, marital status, family status, source of income, or sexual orientation will not be permitted.

C. Expectations for School and Classroom Discipline Practices

It is expected that school and classroom discipline practices in general will be based on the following:

1. Procedures are fair, objective, consistent, and reasonable.
2. Avoidance of threats and other measures that can be regarded as excessive.
3. Early detection of attendance concerns and other potential discipline problems and early action to resolve them without resorting to severe punitive measures.
4. Early and ongoing communication with parents throughout the entire process of dealing with discipline problems.
5. Inclusion of restorative justice protocols to support student behavioral and learning success.
6. Recommendation for counseling services when deemed appropriate.
7. Concentration upon the development of positive school practices and effective teaching as a means of encouraging appropriate student behaviour and maintaining school order.
8. Prompt action to resolve discipline problems, especially those that may lead to a suspension.
9. Decisions regarding the use of disciplinary measures should be made on consideration of the following:
 - a. Effect of the student's behaviour on other students, the staff, and the school;
 - b. Nature of the action or incident that calls for disciplinary measures;
 - c. Student's previous conduct;
 - d. Student's age, maturity and individual circumstances;
 - e. Impact of proposed action on the student's future behavior;
 - f. Must assure that support is provided for students who were impacted by inappropriate behavior, as well as for students who engage in inappropriate behavior;
 - g. Previous disciplinary actions.

Effective Date	April 17, 2017
Revision Date	June 18, 2018
Review Year	2021

Accountability:

Shared responsibility between the Board, Superintendent and Principals

References:

The Education Act (Alberta),

BP 6040 Student Discipline

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Adopted	February 18, 1998
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

Effective student discipline is at the foundation of our program.

Definitions:

- a. Personal harassment is defined as any behaviour that has as its intent or effect to alarm, provoke, intimidate, or belittle a person. It can include, but is not limited to, the following:
 - i. unwanted physical contact
 - ii. unwelcome remarks or compromising invitations
 - iii. verbal abuse or display of suggestive material
 - iv. inappropriate gestures
 - v. threats of physical harm

- b. Suspensions are defined as exclusions of up to five school days from regular student activities (classes, school, riding on a school bus, or extra-curricular activities). A suspended student may be reinstated by the Principal within five days.

- c. Expulsions are defined as exclusions from regular student activities for more than ten school days.

Policy Statement:

An orderly, respectful, and studious environment allows for the fulfillment of our learning objectives. Furthermore, we believe that effective teaching and supervision alleviates the vast majority of discipline concerns. To be effective our policy must be simple, fair to those concerned, fully communicated to our stakeholders, and fully enforced.

Guidelines:

Our expectations for student behaviour are those found *The Education Act*: A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a. Be diligent in pursuing the student’s studies
- b. Attend school regularly and punctually
- c. Cooperate fully with everyone authorized by the board to provide education programs and other services
- d. Comply with the rules of the school
- e. Account to the student’s teachers for the student’s conduct
- f. Respect the rights of others

General Provisions

Expectations for School and Classroom Discipline Practices: It is expected that school and classroom discipline practices in general will be based on the following:

- a. Treatment of individuals which is consistently typical of that which would be practiced by a kind, firm, and judicious parent.

Adopted	February 18, 1998
Revision Date	November 16, 2015
Review Year	2020

- b. Procedures which are fair, objective, consistent, and reasonable.
- c. Avoidance of threats and other measures that can be regarded as excessive.
- d. Early detection of attendance concerns and other potential discipline problems and early action to resolve them without resorting to severe punitive measures.
- e. Early and ongoing communication with parents throughout the entire process of dealing with discipline problems.
- f. Recommendation for counseling services when deemed appropriate.
- g. Concentration upon the development of positive school practices and effective teaching as a means of encouraging appropriate student behaviour and maintaining school order.
- h. Prompt action to resolve discipline problems, especially those that may lead to a suspension.
- i. Decisions regarding the use of disciplinary measures should be made on consideration of the following:
 - i. Effect of the student's behaviour upon other students, the staff, and the school.
 - ii. Nature of the action or incident that calls for disciplinary measures.
 - iii. Student's previous conduct.
 - iv. Student's age and maturity.
 - v. Impact of proposed action on the student's future behaviour.
 - vi. Previous disciplinary actions.

Expulsions

Expulsion procedures *as set out in the Administrative Regulation* are to be consistent with the *Education Act*.

- a. Expulsion will only be used when:
 - i. It is deemed that other means of corrective action including consultation with parents and suspensions have failed to achieve orderly and appropriate student behaviour.
 - or*
 - ii. The student's continued presence in the school is deemed to seriously threaten or disrupt the orderly functioning of the school or the student's presence is deemed to be a danger to persons or property.
- b. Expulsion procedures must ensure that the rules of natural justice and due process are followed, including a right to request a review of the Board's decision to the Minister.
- c. The seriousness of misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offense.

Accountability:

Monitored on a five year cycle in accordance with the Board of Directors annual work plan.

References:

Education Act
AR 6040 Student Discipline

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for implementation of the Board Policy on Student Discipline.

Definitions:

1. Suspensions are defined as exclusions of up to five school days from regular student activities (classes, school, riding on a school bus, or extra-curricular activities). A suspended student may be reinstated by the Principal within five days.
2. Expulsions are defined as exclusions from regular student activities for more than ten school days.

Responsibility:

Teachers and School Principals.

Regulation:

Removal from Class

1. A teacher may remove a student from a class period subject to the following procedures:
 - a. The teacher informs the student about the removal and the reasons for the removal.
 - b. The student is given an opportunity to offer an explanation for his/her action.
 - c. The teacher directs the student to administration to remain under the supervision of the school until the student’s normal class dismissal time.
 - d. The teacher reports all of the circumstances surrounding the removal to the Principal.
 - e. The teacher informs the parents of the student via the homework book of the removal and the circumstances surrounding it.
2. The Principal, in consultation with the relevant teacher, may follow one of the following courses of action:
 - a. Reinstate the student
 - b. Conditionally reinstate the student
 - c. Remove the student from one or more classes for a certain term
 - d. Suspend the student from school for a certain term

Suspensions

1. Suspensions should generally be used only after less severe forms of action have been taken.
2. Circumstances under which suspension may be considered include but are not limited to:
 - i. Habitual neglect of duty
 - ii. Open opposition to authority
 - iii. Use of improper or profane language
 - iv. Inappropriate or threatening behaviour
 - v. Disruptive classroom behaviour

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- vi. Deliberate and wanton destruction of property
 - vii. Personal or sexual harassment
 - viii. Actions which are injurious to the moral tone or well-being of the school or individuals
 - ix. Use, possession of, distribution of, or active contact with drugs or alcohol on school property or in the context of any school-related activity
 - x. Possession of or active contact with a weapon on a student's person or in a student's locker
 - xi. Possession of tobacco or smoking on school property (as per policy 8080)
3. If the student is not to be reinstated within five school days after the date of the suspension, the Principal shall forthwith inform the Board of the suspension and report to the Board all the circumstances respecting the suspension and the Principal's recommendation. The student remains suspended until the Board has made a decision according to the *Education Act*.
 4. The Board shall within ten school days after the date of the suspension reinstate the student or expel the student from school in accordance with the *Education Act*.

Suspension from School and School-Related Activities

1. The Principal may suspend a student from:
 - a. One or more class periods
 - b. One or more courses or education programs
 - c. School
 - d. Riding on a school bus
2. When a Principal suspends a student from school, school activities or riding the school bus, the following procedures will apply:
 - a. The Principal will confer with the affected staff to gather information about the student's misbehaviour.
 - b. The Principal will inform the student about the proposed suspension, its consequences, and the reason the suspension is being considered.
 - c. The student will be given an opportunity to offer an explanation for his/her behaviour.
 - d. If a suspension is deemed warranted, the Principal will inform the student of the reason for the suspension and length of the suspension.
 - e. The Principal shall forthwith inform the parents/guardians of the student by telephone of the suspension, including reasons and length, and shall report in writing all the circumstances respecting the suspension to the parents/guardians with a copy to the Superintendent.
 - f. The Principal shall, if requested, provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the reasonableness of the suspension.
 - g. Where a student is not to be reinstated within five school days of the date of his/her suspension, the Principal shall immediately report in writing all the circumstances of the suspension to the Board, together with his/her recommendations.
 - h. Upon receiving a report from a Principal, the Board shall, within ten (10) school days from the first day of suspension, reinstate or expel the student.

Issue Date	November 16, 2015
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Review Year	2020

- i. Before the Board makes the decision, the student and the student’s parent may make representations to the Board with respect to the Principal’s recommendation to expel the student.

Suspension with Recommendation for Expulsion

1. When the student’s misbehavior or history of misbehavior is very serious, the Principal may suspend the student and refer the matter to the Board along with a recommendation for expulsion.
2. When a suspension with recommendation for expulsion is referred to the Board, the following procedures will apply:
 - a. The Principal shall inform the parents/guardians of the student and the Superintendent by telephone and shall immediately report in writing all the circumstances of the suspension to the parents/guardians with a copy to the Superintendent. Parents/guardians shall be advised (by double registered letter) of the date of the Board meeting at which the hearing will be held, their right to make representations to the Board with respect to the Principal’s recommendation to expel the student.
 - b. The Board, or a Committee of the Board empowered to act on behalf of the Board shall, within ten (10) school days from the first day of the suspension, conduct a hearing into the case and render a decision to either reinstate or expel the student from school.
 - c. The Principal shall present documents and statements outlining the circumstances leading to the suspension with recommendation for expulsion and other relevant data that may assist the committee to make a judgement. Information will include documented instances of inappropriate student behavior as well as administrative responses to the behavior. The Principal will also be required to make a recommendation regarding the disposition of the case.
 - d. The procedure to be followed in conducting the hearing is as follows:
 - i. The Chairman or the Chairman’s designate will chair the meeting.
 - ii. The Principal or designate will present his/her report documenting the case along with a recommendation for disposition.
 - iii. The student and parents/guardians will be given an opportunity to respond to the information presented as well as to add information they feel is relevant.
 - iv. The Committee may ask questions or request additional information from parents/guardians, students or personnel.
 - v. The Board Committee shall, without administration (other than the Superintendent), students or parents/guardians present, debate the merits of the case and make a decision to reinstate or expel the student.
5. The Committee’s decision is deemed to be a decision of the Board. The Board decision shall be communicated in writing to the student and parents/guardians with copies sent to the Principal and the Superintendent. If a student is expelled, the board shall forthwith notify, in writing, the student’s parent, and the student if the student is 16 years of age or older of the expulsion and of the right to request a review by the Minister.
6. The Board may re-enroll a student who has been expelled.
7. If the student is expelled, the Board must offer the student an alternative education program

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Expulsions

1. Expulsion procedures are consistent with the *Education Act*.
2. Expulsion will only be used when:
 - a. It is deemed that other means of corrective action including consultation with parents and suspensions have failed to achieve orderly and appropriate student behaviour.
or
 - b. The student’s continued presence in the school is deemed to seriously threaten or disrupt the orderly functioning of the school or the student’s presence is deemed to be a danger to persons or property.
3. Expulsion procedures must ensure that the rules of natural justice and due process are followed, including a right to request a review of the Board’s decision to the Minister.
4. The seriousness of misbehavior may warrant immediate suspension or a recommendation to the Board for expulsion on the first offense.

References:

BP 6040 Student Discipline
The Education Act

Adopted	February 03, 2003
Revision Date	May 15, 2017
Review Year	2020

Policy Statement:

Aurora School recognizes that certain types of field trips and excursions have positive educational value.

While field trips and excursions have educational value, care must be taken to ensure that they are organized in a manner that maximizes the educational benefit, and ensure the protection and safety of students.

Guidelines:

1. Excursions that are not directly sponsored by Aurora School are the total responsibility of the planners and agencies involved. The students and parents involved must be made aware of this.
2. Field trips sponsored by Aurora School must have:
 - a. Educational goals established for the trip that are compatible with the objectives of the course(s) being taught
 - b. Educational value to warrant the loss of instructional time.
 - c. Supervision to ensure acceptable student behavior and safety
 - d. An itinerary outlining approximate times and specific locations
3. Staff and authorized supervisors are protected by the school’s liability insurance when acting within the scope of their duties as approved by the school’s administration. Regarding liability coverage:
 - a. Secretary-Treasurer shall verify adequate liability coverage is in place for overnight field trips.
 - b. Coverage is effective only for activities held within Canada or continental USA; international travel is approved by the Board on a case-by-case basis.
 - c. Volunteer drivers are only permitted with the written approval of the Principal, after other avenues have been exhausted. The supervisory teacher must make certain that any volunteer drivers fill out a Driver Volunteer Authorization Form.
 - d. A Parental Consent Form must be signed by the parents and participating students for each field trip. The form must clearly detail the risks involved with the trip and ask the parents to acknowledge their recognition of those risks.
 - e. Consent forms must include consent from parents authorizing the teacher leader to arrange for any necessary medical treatment.
 - f. The school shall keep a record of each field trip for two years. This includes consent forms, administration authorization, and trip information letters.

Accountability:

Monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

Issue Date	November 16, 2015
Revision Date	October 28, 2019
Review Year	2020

Objective:

To provide direction for implementation of Board Policy on Field Trips.

Responsibility:

School Principals and Teachers.

Regulation:

1. Field trips must obtain approval by the Principal. The Principal is authorized to approve field trips, providing:
 - a. The trip is an integral part or extension of the curricular program
 - b. Parents are advised of the nature of the trip, and that they complete a parental consent form
 - c. Students who are unable to pay any fees are not to be excluded
 - d. Adequate supervision is provided for
 - e. Meaningful arrangements are made for students not attending the trip

2. The Principal may deny any child access to a particular field trip when concerns over behavior or attitude arise.

3. In planning a field trip for his/her students, a teacher must:
 - a. Assess the educational value of the trip against the loss of instructional time
 - b. Review staff and liability implications.
 - c. Have initial discussion with the Principal to review costs and policy requirements, and to obtain approval in principle.
 - d. Consult with other teachers regarding classes to be missed, and arrange for teacher coverage where necessary.
 - e. Complete the *Field Trip Request Form* found in the Staff Handbook.
 - f. Provide details. If the trip involves more than one school day, the proposal should include details such as educational value, costs, supervision, and itinerary; once parental permission has been received.
 - g. Adhere to the itinerary. Once parental permission has been received, do not undertake major deviations from the proposed itinerary. Where such a major change is required and time permits (24 hours or more), notification must be made immediately. If time does not permit immediate or advance confirmation, then notification must be made as soon as practically possible.
 - h. Provide (when possible) a daily update by phone or email to the Principal for the duration of out-of-province or out-of-country field trips. Written records of these updates should be kept.

4. In terms of supervision:
 - a. All field trips must be under the direct supervision of at least one teacher. Parents and volunteers listed on the field trip checklist are considered agents of the school for insurance purposes. Parents and volunteers accompanying students on field trips are responsible to the

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Revision Date	October 28, 2019
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teacher supervisor. **All field trip volunteers (including parents/guardians) must provide a current vulnerable sector police information check for overnight field trips that involve students.** Prior to leaving on a field trip, they must be instructed of their supervisory responsibilities by the teacher supervisor. They must also acknowledge their acceptance of responsibility by filling out the Field Trip Volunteer Form (Appendix 5, 6050.5)

- b. Both male and female supervisors will be provided for overnight co-educational field trips
 - c. An appropriate student/supervisor ratio should be adhered to using the following guideline.
 - d. The teacher is responsible for ensuring that an acceptable level of student discipline is maintained
 - e. Everyone involved in the trip must be dressed and equipped in a manner appropriate to the activities to be undertaken
5. In terms of safety, the Principal and staff should take reasonable measures to minimize the risks to students participating in field trips. Safety guidelines are as follows:
- a. Outdoor activities should normally not be conducted when temperatures fall below levels appropriate for both the activity and the age of the students.
 - b. A first aid kit must be taken by staff on every field trip.
 - c. When field trips involve swimming or boating, the supervising teacher must ensure that the activity is under the direct supervision of a person trained in water safety procedures with a minimum of a current Bronze Medallion and Emergency First-Aid.
 - d. When field trips involve backcountry hiking, the supervising teacher must ensure that the activity is under the direct supervision of a person trained in Emergency First-Aid and CPR.
 - e. All students involved in boating activities must wear an approved Personal Floatation Device.
 - f. Recognized safety procedures will be adhered to. Sources: *Safety Guidelines for Physical Activity in Alberta Schools*, Alberta Red Cross.
6. For field trips planned for remote wilderness areas and overnight, the supervising teacher must:
- a. Be familiar with the area and have established safety and emergency procedures understood by all participants
 - b. Inform appropriate local authorities (RCMP, Forestry or park officials) about the itinerary, location, and route
 - c. Establish procedures to contact the school Principal in the event of an emergency
 - d. Ensure that any area use permits and licenses have been obtained
 - e. Be responsible for carrying: list of student participants, phone contact numbers, Alberta Health Care numbers, information regarding medication and medic-alert needs of participants, cell phone (when available)
 - f. Have students fill out a Medical Information Form (see Appendix C)
 - g. Fill out of Trip Preparation Checklist (see Appendix D) and have it signed by the Principal

References:

BP 6050 Field Trips
AR 6050.1

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on Field Trips.

Responsibility:

School Principals

Regulation:

Form attached.

References:

BP 6050 Field Trips

AR 6050 Field Trips

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

**AURORA SCHOOL
INFORMED CONSENT/PERMISSION FORM FOR EDUCATIONAL TRIPS
(Students Under 18 Years Old)**

Trip Description: (Intent, Itinerary, Supervision)

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT OR GUARDIAN OF A PARTICIPATING STUDENT.

ELEMENTS OF RISK: (Specify any added risks, if any, that may occur)

The risk of sustaining injuries results from the nature of the activity and can occur without fault of either the student, the school board, its employees/agents, or the facility where the activity is taking place. The chance of injury occurring can be reduced by carefully following instructions at all times while engaged in the activity.

If you choose to allow your child to participate in _____ on _____, 20____, you must understand that you bear the responsibility for any injury that may occur.

ACKNOWLEDGEMENT

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT BY PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Signature of student: _____ Date: _____

Signature of parent/guardian: _____ Date: _____

Please list on the back of this page any **medical condition/allergies** the student(s) may suffer from.

PERMISSION

I give _____ permission to participate in _____ to be held on
(name of student)

_____, 20____.

Signature of Parent/Guardian: _____ Date: _____

Code: AR 6050.4

Policy Name: Field Trips

Appendix 4 – Trip Preparation Checklist

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on Field Trips.

Responsibility:

School Principals.

Regulation:

Form attached.

References:

BP 6050 Field Trips

AR 6050 Field Trips

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

**WILDERNESS/AQUATIC/OVERNIGHT RELATED ACTIVITIES
TRIP PREPARATION CHECKLIST**

Complete the checklist, and then have it signed by the Principal prior to the trip.

Name of Trip:

Date of Trip:

Staff Leader:

Other Supervisors:

Have the following items been completed/distributed?

- Parental Consent Forms: Yes _____
- Itinerary: Yes _____
- Medical Information: Yes _____
- Driver Authorization: Yes _____ N/A _____
- First Aid Kit: Yes _____
- Contact Numbers: Yes _____ N/A _____
- Authority Notification: Yes _____
- Equipment Check: Yes _____ N/A _____
- Supervisor First Aid/CPR certification: Yes _____ N/A _____
- Criminal Record Check for all Volunteers: Yes _____ N/A _____

Principal's Signature: _____

Date: _____

Code: AR 6050.5

Policy Name: Field Trips

Appendix 5 – Field Trip Volunteer Form

Issue Date	November 16, 2015
Revision Date	October 28, 2019
Review Year	2020

Objective:

To support implementation of Board Policy on Field Trips.

Responsibility:

School Principals

Regulation: *Form attached.*

References:

BP 6050 Field Trips

AR 6050 Field Trips

Issue Date	November 16, 2015
Revision Date	October 28, 2019
Review Year	2020

**AURORA SCHOOL
VOLUNTEER SUPERVISION ACKNOWLEDGEMENT FOR EDUCATIONAL TRIPS**

Volunteers are an integral part of a successful field trip. In order to ensure the safety of all students, volunteers must be made aware of what their roles and responsibilities are. In accordance with Aurora School policy on field trips, the following contingencies must be met:

1. Volunteers are responsible to the teacher-leader on a field trip.
2. Volunteers will be instructed prior to the field trip of their specific roles and responsibilities.
3. All field trip volunteers (including parents/guardians) must provide a current vulnerable sector police information check for overnight field trips that involve students.
4. Volunteers will fill out the acknowledgement form indicating they understand and accept their supervisory responsibilities on the field trip.

By choosing to volunteer in the field trip (_____) on _____, 20____, you must understand that you are accepting the instructions and responsibilities given to you by the teacher-leader.

ACKNOWLEDGEMENT

I HAVE READ THE ABOVE. I UNDERSTAND THAT BY VOLUNTEERING IN THE ACTIVITY ABOVE, I AM ASSUMING THE SUPERVISORY RESPONSIBILITIES ASSOCIATED WITH DOING SO.

Print Name: _____

Signature of Volunteer: _____ Date: _____

Adopted	October 2, 1997
Revision Date	May 20, 2020
Review Year	2025

Background/Purpose:

To ensure students who have serious medical needs have access to continued education and support.

Policy Statement:

The administration will consult with the parent/guardian to secure a partnership with local and regional health providers to determine how to best meet the needs of the student, including any necessary stakeholder education. Aurora School acknowledges that the determination of the need for, and the correct means of, medical support is a shared responsibility with parents/guardians, physician(s) and school personnel. Aurora School employees may be required to respond to an emergency medical situation.

Guidelines:

Staff will act in accordance with the directions set out in Administrative Policy and corresponding Administrative Regulation 6101 Student Medical Needs.

References:

Emergency Medical Aid Act, R.S.A. 2000 (Alberta's Good Samaritan legislation).
AR 6101 - Student Medical Needs

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

Objective:

To support implementation of Board Policy on the administration of medication to students.

Responsibility:

Employees

Regulation:

1. Information Required

- a. Any student suffering from a known medical condition, regardless of whether medication is prescribed shall have that condition identified and updated by the parent/legal guardian on the *Student Registration file in Family Zone*.
- b. Aurora School shall maintain a *Student Medical Information* binder in which records of the administration of medicine or other medical treatment shall be kept.
- c. Parent/legal guardian will complete the *Student Medication Management Plan* for every student suffering from a known medical condition or for each incident requiring medical intervention. The completed form shall be kept in the *Student Medical Information* binder in a readily accessible location in the school office that is known to all staff members. All records shall be retained for seven years.
- d. The Principal shall be responsible for informing all personnel having direct responsibility for each particular student’s medical well-being.
- e. Parents shall be responsible for ensuring that the Principal is kept informed of any changes in the health or treatment protocol of the student.
- f. The above information is provided in accordance with the *Freedom of Information and Protection of Privacy Act*.

2. Administration of Prescription Medicine

- a. If a request is made to administer prescription medication at school to a student who is not developmentally able to self-administer the medication and medication cannot be administered outside school facility hours:
 - i. If the Principal determines the request is reasonable, arrangements will be made with a staff member to administer the prescription medication in the appropriate setting.
 - ii. The Principal shall ensure adherence to 1.b. and 1.c. above.
 - iii. The parent/legal guardian shall be responsible for providing accurate relevant information regarding medication such as dosing, frequency, route of administration and side-effects by completing a *Student Medication Management Plan*.
 - iv. The parent/legal guardian shall be responsible for providing sufficient physician prescribed medication in the original container/packaging that is clearly labeled and non-expired,
 - v. If changes are made to medication or administration of medication, the parent shall provide a physician’s note to the school indicating the changes and update the *Student Medication Management Plan* and the student information on *Family Zone*
 - vi. The Principal shall be responsible for ensuring that all medication kept at school is stored appropriately and is accessible to staff who are involved with its administration.

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

- 2. Emergency Treatment with Prescription Medication
 - a. In the event that a student has a potentially fatal or debilitating allergic reaction that requires immediate emergency treatment (e.g. anaphylaxis) or displays potentially serious symptoms of a known medical condition (e.g. epilepsy, insulin shock) for which prescription medication has been provided:
 - b. The Principal or attending staff member shall administer the treatment or the medication in strict accordance with the physician’s instructions or the *Student Medical Management Plan* or in accordance with the best available instructions at the scene.
 - c. The student’s parents shall be contacted as soon as possible and informed of the situation.
 - d. A staff member will call “911” to secure trained medical assistance.

- 3. Medical Treatment for Other Illness or Accidental Injury
 - a. In the event that a student suffers an accident or becomes otherwise ill while attending school:
 - i. The attending staff member shall determine what first aid procedures are appropriate and apply those procedures as quickly as possible.
 - ii. The student’s parents will be contacted as soon as possible and informed of the situation.
 - iii. A staff member shall supervise the student until the parent or trained medical personnel arrive and assume care.
 - iv. If deemed necessary, a staff member shall call “911” to secure trained medical assistance.
 - v. The attending staff member shall fill out an *Accident Report* form for each incident. The form shall be reviewed and signed by the Principal and then kept on file for seven years.

References:

Emergency Medical Aid Act, R.S.A. 2000 (Alberta's Good Samaritan legislation).
BP 6101 Administering Medication to Students - Alberta Health Services: Guidelines
The Education Act

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

SUPPORTING FORMS AND DOCUMENTS USED BY SCHOOL ADMINISTRATION

Request for medication to be given at school (Aurora Elementary)

Date:

To: Parent or Guardian

RE: Request for Medication to be given at School

Each student should have their own **Student Medication Management Plan (Form A, B & C)** to ensure safe medication management at school. This plan will be developed in a meeting with the school principal and parent/guardian.

Before this meeting, please:

1. Consult with your child’s physician and/or pharmacist to determine if medication(s) can be managed outside of school facility hours. If this is not possible, a meeting to develop a Student Medication Management Plan must be arranged with the school principal.
2. Ask the pharmacist for detailed information regarding medication such as dosing, frequency, possible side effects and method of administration.
3. Complete the parent section of the *Student Medication Management Plan Form B* (SMMP). Use the pharmacy label on your child’ medication and the pharmacy information sheet.
4. Complete and sign the *Student Medication Management Parent Consent Form A*.
5. Return the completed forms to the Principal and arrange a time to meet about the SMMP with the principal.
6. Enter the medical condition and medication requirement on the student file in Family Zone and continue to update information as medical needs change. Also, provide a physician’s note to the principal detailing any changes to medication, dosing and administration of medication.

School Principal

Student Medication Management Parent/Guardian Consent Form A

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

Administration of Medication

**Student Medication Management
Parent/Guardian Consent**

Student's Name: _____
(Last/First)

Date of Birth: _____
(Day/Month/Year)

PLEASE PRINT CLEARLY

Parent/Guardian Name: _____

Parent/Guardian Name: _____

Phone (home) _____ (work) _____

Phone (home) _____ (work) _____

Mobile Ph: _____

Mobile Ph: _____

Emergency Contact Name: _____

Phone (home): _____ (work): _____

Mobile Ph: _____

The information you provide will be kept confidential. All information provided will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOP) Act and the Health Information Act (HIA), as applicable

I request that school facility staff administer/monitor my child's medication as outlined in the **Student Medication Management Plan** for my child.

I will give the school the physician prescribed medication in its **original container** with the current **pharmacy label attached**.

The medication dose schedule has been planned such that a minimum number of doses will be given at school.

Medication and refills will be supplied to the school when necessary

Signature of Parent/Guardian _____ Date: _____

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

**Student Medication Management
Plan Form B**

This plan is intended for physician prescribed medications only

Student's Name: _____
(Last/First)

Date of Birth: _____
(Day/Month/Year)

PLEASE PRINT CLEARLY. DO NOT USE ABBREVIATIONS. UPDATE ANNUALLY.

	Medication #1 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication #2 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication #3 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor	Medication #4 <input type="checkbox"/> Administer <input type="checkbox"/> Monitor
Received medication in original container	<input type="checkbox"/> Yes <input type="checkbox"/> No			
C O M P L E T E D B Y P A R E N T	Medication Information sheets provided	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
	Name of medication			
	Therapeutic effect(s) of medication			
	Possible side effect(s) of medication			
	Plan of action for possible side effect(s)			
	Medication Dose			
	Route of administration (e.g. by mouth)			
	Time(s) medication to be given at school facility			
	Start date of medication			
Finish or review date of medication				
C O M P L E T E D D U R I N G M E E T I N G	Medication location for administration/monitoring			
	Name of staff person to administer/monitor medication			
	Name of alternative staff to administer/monitor medication			
	Special instructions (Please attach pharmacy information sheet)			

Parent Name: _____ Signature: _____ Date: _____
 Staff: _____ Signature: _____ Date: _____
 Other: _____ Signature: _____ Date: _____

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025



**AURORA ACADEMIC
CHARTER SCHOOL**

ACCIDENT REPORT FORM

NAME OF STUDENT	
HOMEROOM	
NAME OF SUPERVISOR	
DATE OF ACCIDENT	
TIME OF ACCIDENT	
LOCATION OF ACCIDENT	
NATURE OF INJURY	
HOW INJURY OCCURED	
ACTION TAKEN BY SUPERVISOR	
ACTION TAKEN BY OFFICE <small>(TIME PARENTS CONTACTED, FIRST AID, REFERRALS, ETC.)</small>	

SIGNED: _____
(SUPERVISOR)

_____ (PRINCIPAL)

_____ (OFFICE STAFF)

December 12, 2018

Issue Date	May 15, 2019
Revision Date	May 20, 2020
Review Year	2025

Adopted	May 20, 2020
Revision Date	
Review Year	2025

Background/Purpose:

To ensure students who have serious life threatening allergies have access to continued education and support.

Policy Statement:

The administration will consult with the parent/guardian to secure a partnership with local and regional health providers to determine how to best meet the needs of the student, including any necessary stakeholder education. Aurora School acknowledges that the determination of the need for, and the correct means of medical support, is a shared responsibility with parents/guardians, physician(s) and school personnel. Aurora School employees may be required to respond to an emergency medical situation.

Guidelines:

Staff will act in accordance with the directions set out in Administrative Policy and corresponding Administrative Regulation 6102 Anaphylaxis/Life Threatening Allergies.

Accountability:

This policy will be reviewed on a five year basis or sooner as needed by the Superintendent in consultation with school-based administration.

References:

Province of Alberta, Protection of Students with Life-Threatening Allergies Act, Statues of Alberta, 2019 Chapter P-30.6
AR 6102 - Anaphylaxis/Life Threatening Allergies

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

Objective:

To support implementation of Board Policy on the administration of allergy medication to students.

Responsibility:

Employee

Regulation:

1. Information Required
 - a. Any student suffering from a known medical condition, regardless of whether medication is prescribed shall have that condition identified and updated by the parent/legal guardian on the *Student Registration file in Family Zone*.
 - b. Aurora School shall maintain a *Student Medical Information* binder in which will contain Form A, Form B and Medical Information obtained from Family Zone for each student.
 - c. Parent/legal guardian will complete the *Student Medication Management Plan* for every student suffering from a known allergy. The completed form shall be kept in the *Student Medical Information* binder in a readily accessible location in the school office that is known to all staff members. All records shall be retained for seven years.
 - d. The Principal shall be responsible for informing all personnel (such as substitute teachers, volunteers, bus drivers) having direct responsibility for each particular student's medical well-being.
 - e. Parents shall be responsible for ensuring that the Principal is kept informed of any changes in the health or treatment protocol of the student.
 - f. Aurora School may designate a contained eating area, which is a secure environment free from the allergen.
 - g. Aurora School shall ensure that all staff and lunch program supervisors receive training annually, or more frequently if required, in the recognition of a severe allergic reaction and the use of injectors.
 - h. The above information is provided in accordance with the *Freedom of Information and Protection of Privacy Act*.

2. Allergic Reactions
 - a. In the event that a student has a potentially fatal or debilitating allergic reaction that requires immediate administration of medication or emergency procedures (to prevent death or health complication), the rights and limitations inherent in the *Protection of Students with Life-Threatening Allergies Act* will apply. As well:
 - i. The parent shall keep an updated *Student Medical Management Plan and updated Student Medical Information* form.
 - ii. The Principal will brief the staff of the nature of the allergy and the symptoms based on the information provided by the parents.
 - iii. Epi-Pen medication provided by the parent/legal guardian shall be clearly labeled with student's name and stored in an accessible location within each school. Elementary School – in black basket (which is currently mounted on the wall by the classroom door inside each classroom) and Middle School in top right drawer in front office.

3. Medical Treatment

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

- a. In the event that a student suffers an allergy related medical emergency:
 - i. The attending staff member shall determine what first aid procedures are appropriate and apply those procedures as quickly as possible.
 - ii. A staff member will call “911” to secure trained medical assistance.
 - iii. A staff member shall supervise the student until the parent or trained medical personnel arrive and assume care.
 - iv. The student’s parents will be contacted as soon as possible and informed of the situation.
 - v. The attending staff member shall fill out an *Accident Report* form for each incident. The form shall be reviewed and signed by the Principal and then kept on file for seven years.

References:

Province of Alberta, Protection of Students with Life-Threatening Allergies Act, Statutes of Alberta, 2019 Chapter P-30.6
BP 6102 Anaphylaxis/Life-Threatening Allergies

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

SUPPORTING FORMS AND DOCUMENTS USED BY SCHOOL ADMINISTRATION

Request for medication to be given at school (Aurora Elementary)

Date:

To: Parent or Guardian

RE: Request for Epi-Pen to be given at School

Each student should have their own ***Student Medication Management Plan (Form A & B and Medical Information retrieved from Family Zone)*** to ensure safe medication management at school. This plan will be developed in a meeting with the school principal and parent/guardian.

Before this meeting, please:

1. Consult with your child’s physician to fill out the required *Anaphylaxis Emergency Plan Form B*
2. Complete and sign the *Student Medication Management Parent Consent, Form A*
3. Return the completed forms to the Principal and arrange a time to meet about the SMMP with the principal.
4. Enter the medical condition and medication requirement on the student file in Family Zone and continue to update information as medical needs change. Also, provide a physician’s note to the principal detailing any changes to medication, dosing and administration of medication.

School Principal

Code: AR 6102

Policy Name: Anaphylaxis/Life Threatening Allergies

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

FORM A

**Student Medication Management
Parent/Guardian Consent**

Administration of Medication

Student's Name: _____
(Last/First)

Date of Birth: _____
(Day/Month/Year)

PLEASE PRINT CLEARLY

Parent/Guardian Name: _____

Parent/Guardian Name: _____

Phone (home) _____ (work) _____

Phone (home) _____ (work) _____

Mobile Ph: _____

Mobile Ph: _____

Emergency Contact Name: _____

Phone (home): _____ (work): _____

Mobile Ph: _____

The information you provide will be kept confidential. All information provided will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOP) Act and the Health Information Act (HIA), as applicable

I request that school facility staff administer/monitor my child's medication as outlined in the **Anaphylaxis Emergency Plan** for my child.

I will give the school the physician prescribed medication in its **original container** with the current **pharmacy label attached**.

Medication and refills will be supplied to the school when necessary

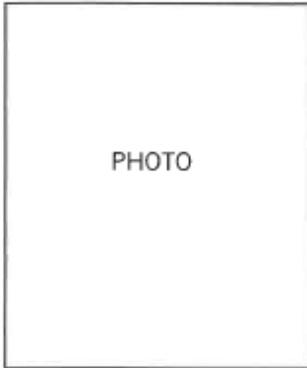
Signature of Parent/Guardian _____ Date: _____

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

FORM B

Anaphylaxis Emergency Plan: _____ (name)

This person has a potentially life-threatening allergy (anaphylaxis) to:



(Check the appropriate boxes.)

Food(s): _____

Insect stings

Other: _____

Epinephrine Auto-Injector: Expiry Date: _____ / _____

Dosage:

EpiPen[®] Jr. 0.15 mg EpiPen[®] 0.30 mg

Location of Auto-Injector(s): _____

Previous anaphylactic reaction: Person is at greater risk.

Asthmatic: Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

A person having an anaphylactic reaction might have ANY of these signs and symptoms:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness
- **Respiratory system (breathing):** coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal system (stomach):** nausea, pain or cramps, vomiting, diarrhea
- **Cardiovascular system (heart):** paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or lightheadedness, shock
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste

Early recognition of symptoms and immediate treatment could save a person's life.

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. Give epinephrine auto-injector (e.g. EpiPen[®]) at the first sign of a known or suspected anaphylactic reaction. (See attached instruction sheet.)
2. Call 9-1-1 or local emergency medical services. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as 5 minutes after the first dose if there is no improvement in symptoms.
4. Go to the nearest hospital immediately (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after proper treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4-6 hours).
5. Call emergency contact person (e.g. parent, guardian).

Emergency Contact Information

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent, or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction, as described above. This protocol has been recommended by the patient's physician.

Patient/Parent/Guardian Signature

Date

Physician Signature On file

Date



Issue Date	May 20, 2020
Revision Date	
Review Year	2025

Blue to the sky. Orange to the thigh.

How to use EpiPen® and EpiPen® Jr (epinephrine) Auto-injectors.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



Built-in needle protection

- After injection, the orange cover automatically extends to ensure the needle is never exposed.



After using EpiPen®, you must seek immediate medical attention or go to the emergency room. For the next 48 hours, you must stay close to a healthcare facility or be able to call 911.

For more information visit the consumer site EpiPen.ca.

EpiPen® and EpiPen® Jr (epinephrine) Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions. Selection of the appropriate dosage strength is determined according to patient body weight.

EpiPen® and EpiPen® Jr Auto-Injectors are designed as emergency supportive therapy only. They are not a replacement for subsequent medical or hospital care. After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911. To ensure this product is right for you, always read and follow the label. Please consult the Consumer Information Leaflet in your product package for complete dosage and administration instructions.



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 EpiPen® and EpiPen® Jr are registered trademarks of the manufacturer. All other trademarks are the property of their respective owners.
 Model numbers: EpiPen® 300 mg/0.3 mL (adults), EpiPen® 150 mg/0.15 mL (children)



Trusted for over 25 years.

Issue Date	May 20, 2020
Revision Date	
Review Year	2025

 AURORA ACADEMIC CHARTER SCHOOL ACCIDENT REPORT FORM	
NAME OF STUDENT	
HOMEROOM	
NAME OF SUPERVISOR	
DATE OF ACCIDENT	
TIME OF ACCIDENT	
LOCATION OF ACCIDENT	
NATURE OF INJURY	
HOW INJURY OCCURED	
ACTION TAKEN BY SUPERVISOR	
ACTION TAKEN BY OFFICE <small>(TIME PARENTS CONTACTED, FIRST AID, REFERRALS, ETC.)</small>	

SIGNED: _____
(SUPERVISOR)

_____ (PRINCIPAL)

_____ (OFFICE STAFF)

December 12, 2018

Adopted	December 3, 1997
Revision Date	March 6, 2017
Review Year	2020

Background/Purpose:

At Aurora School, student evaluation is designed to assess students’ progress, assist in establishing and maintaining standards, assess the school’s program, and support the ongoing improvement of student achievement.

Policy Statement:

This policy and its accompanying administrative regulation will:

1. ensure accurate, fair, and equitable student evaluation;
2. specify students’ right of appeal and appeal procedures;
3. specify the roles of students and teachers in evaluations;
4. require the use of evaluation information to improve the quality of educational programs;
5. require timely communication of evaluation information to students, parents, the Board of Directors, and School Council; and
6. ensure that standardized tests (including Provincial Achievement Tests) and internal common assessment instruments are used to assess the quality and effectiveness of school programs.

Guidelines:

The Superintendent will maintain an Administrative Regulation to implement the intent of this policy.

Accountability:

Monitored on a two year cycle by the Board of Directors in accordance with its annual work plan.

References:

AR 6130 Student Evaluation

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on student evaluation.

Responsibility:

School Principals and Teachers.

Regulation:

A. Planning

Prior to the beginning of each school year the Principals or their designates will ensure that yearly plans are submitted, made available to parents, and checked to ensure the Program of Studies is being covered. Unit plans and lesson plans will be kept in accordance with directives in the Staff Handbook.

B. Reporting

1. Student progress will be summarized three times per year in a report card to be sent home. The Principals or their designates will review report cards prior to distribution.
2. As part of the Principal’s annual (or semi-annual) report, an analysis will be made of student results on Provincial Achievement Tests and standardized tests such as the Canadian Test of Basic Skills. This analysis should serve to enhance future curriculum and delivery.

C. Appeals

Where a parent, and/or student has a concern about an evaluation strategy, technique, or mark:

1. an informal resolution should be sought:
 - a. with the teacher of the course or grade
 - b. and if unresolved, with the Principal of the school
 - c. and if resolution is still not reached, with the Superintendent
2. A formal and written request for resolution of an issue which was not satisfied through informal discussion:
 - a. may be made to the Superintendent
 - b. the Superintendent will compile background information supporting his/her recommendation to the Board
 - c. the Board will review the formal request and the Superintendent’s background and recommendation prior to making a decision

D. Parent-Teacher Interviews

Following the first and second report cards scheduled parent-teacher interviews will be arranged at a time as suitable as possible for both parents and staff. The school calendar will stipulate the dates and times. These scheduled interviews in no way preclude teacher-parent meetings on other occasions as need be.

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

E. Promotion, Retention, Acceleration

Basic to the Aurora School philosophy is the importance of quantifiable student achievement, and the belief that students cannot effectively cope with a particular level and course of studies, without having successfully completed the previous level and course of studies.

A summative evaluation for each child will be made and communicated to parents with the distribution of the final report card in June. Where this summative evaluation recommends retention in the present grade or acceleration beyond the next expected grade, the following steps need to have been completed:

1. no later than two weeks following the issuing of the second (mid-year) report card, teachers must inform the Principal of the students for whom retention (or acceleration) is being considered.
2. no later than five weeks following the issuing of the second (mid-year) report card, the Principal must inform the parent(s) in writing that retention (or acceleration) is being contemplated for their child.
3. between the second and third report cards, every attempt should be made to meet with the parents of students for whom retention (or acceleration) is being contemplated, so that the situation can be thoroughly reviewed.
4. where the Principal has reviewed all the important aspects of the student’s situation, and retention (or acceleration) has been decided upon, a letter to that effect must accompany the final report card home.

This summative evaluation may be appealed according to the following steps:

1. the parent(s) of the child request in writing no later than one week following the issuing of the final report card, a review by the Principal
2. The Principal will review his decision and reply no later than one week following the receipt of the appeal from the child’s parent(s). Should he stand by his decision, he must inform the parent(s) of the steps to further appeal.
3. The parent(s) may further appeal in writing to the Board of Directors who will either support or reverse the Principal’s decision, and likewise reply in writing as to their decision. In any cases, the rules of natural justice will apply.

F. Student Awards and Recognition

At the heart of aurora School’s philosophy is the pursuit and recognition of effort and excellence in all aspects of school life. The motto, “All hard work yields a profit” is interpreted beyond the pecuniary implications and refers to the innate self-satisfaction derived from the personal accomplishment.

Beyond this quiet personal satisfaction, we believe there is a role for public recognition in the form of prizes and awards.

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

1. Term and year-end awards will be given as follows for Grade 5 and higher:
 - a. Outstanding citizenship – one per class
 - b. Academics – top three in each class. Results are based on the average of the four core subjects. Students must have a passing grade in all subjects.
 - c. Diligence and/or Improvement – one per class. Student who demonstrates hard work and/or improvement throughout the term.

2. The following awards will be year-end awards only:
Principal’s Awards for academics, leadership, and sportsmanship will be given at each grade level 5 and above. An individual winner from Grade 5 and above will be selected by the teachers of those grades.

An honor roll will be kept for students in grades 5 to 9. The names of those students who achieved an average of 80% or higher on their four core subjects, with no subject below 70% or a B, will be posted in the foyer and published in the school newsletter following each report card.

References:

BP 6130 Student Evaluation

Adopted	October 2, 2000
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

Aurora School administers provincial assessments according to the guidelines set by Alberta Education.

Policy Statement:

Results from provincial assessments provide information relative to standards that can help to identify areas of strength, areas needing improvement, and the progress being made toward improvement goals. In order to improve student learning, Aurora School will analyze, interpret, use, and communicate the results of provincial assessments.

Guidelines

1. Aurora School shall use the results of provincial assessments together with data from other performance measures to plan improvements in performance at the individual student level and at the overall school level.
2. School results on provincial assessments shall be communicated together with provincial results to the parents and the Board.

Accountability:

Monitored on a five year cycle by the Board of Directors as part of its annual work plan.

References:

AR 6140 Provincial Assessment Results

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on provincial assessment results.

Responsibility:

Superintendent of Schools, School Principals and Teachers.

Regulation:

1. The Superintendent will ensure that Aurora School shall use the results of provincial assessments together with data from other performance measures to plan improvements in performance at the individual student level and at the overall school level.
2. After any provincial assessment results are received, the Principals will provide aggregate information on school and provincial results. As well, the Teachers will provide a detailed analysis of their individual class results.
3. Results from Provincial Assessments can assist teachers in their assessment of their own instructional practice.
4. The Superintendent will ensure that results on provincial assessments shall be communicated together with provincial results to the parents and the Board.
5. When comparisons are made against provincial standards and results, they should take into account local goals, contexts, and plans. Interpreting and communicating the results for small groups of students should be done with awareness that results can be influenced greatly by the results of one or two students.

References:

BP 6140 Provincial Assessment Result

Adopted	October 2, 1997
Revision Date	March 6, 2017
Review Year	2020

Background/Purpose:

Aurora School’s charter was approved on the basis that Aurora will improve student learning. Improved student learning means that all students, by the time they graduate, will have a solid command of the basic academic skills (that is, reading, writing, and computation); foundation skills that are both content related (for example, listening, speaking, and working in teams); and value-added skills, such as capabilities in the areas of leadership, problem-solving, and creativity. Aurora School supports a student centered approach to learning that provides students with the knowledge, skills, and opportunities to be life-long learners.

Policy Statement:

Aurora staff will expend significant effort to ensure that student learning is improving.

Guidelines:

The Superintendent will develop and maintain an Administrative Regulation directing staff in relation to this policy and report annually to the Board of Directors on progress and accomplishments.

Accountability:

Monitored on a five year cycle by the Board of Directors as part of its annual work plan.

References

AR 6150 Improving Student Learning

Adopted	March 2, 2004
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

A concern has arisen regarding the increasing number of Aurora students who miss extended periods of time from school for family/personal trips or holidays. When this happens, students miss valuable curriculum that can't be made up.

Policy Statement:

Aurora School is unique, and serious about providing a structured academic program. Academic success is directly impacted by attendance, and therefore, any activity which inhibits a student's ability to attend class inhibits their ability to learn. The first priority of the school is education and, as such, the school cannot support extended absences. If families choose to take an extended absence, parents must accept that there is an academic cost involved with missed curriculum and school time. By the end of the year, parents should reasonably expect that student marks will be affected due to the loss of school time.

Accountability:

Monitored on a five year cycle as part of the Board of Directors annual work plan.

References

AR 6170 Extended Absences

Issue Date	November 16, 2015
Revision Date	October 21, 2020
Review Year	2026

Objective:

To support implementation of Board Policy on the extended absence of students. As a public charter school of choice and consistent with the Education Act, our expectation is that students are present in class on a regular basis.

Responsibility:

School Principals.

Regulation:

Aurora School's expectations for student attendance are those found in Section 7.(4) of the *Education Act*:

"Notwithstanding subsection (1), a student is excused from attending school on a day on which the school is open if

- (a) the student is unable to attend by reason of sickness or other unavoidable cause,
- (b) the day is recognized as a religious holiday by the religious denomination to which the student belongs,
- (c) the Principal of the school has suspended the student from school and the suspension is still in effect,
- (d) the student has been expelled from a school and has not yet been enrolled in another education program, or
- (e) the Board or, if the student is enrolled in a private school or resides in an unorganized territory, the Minister
 - i. determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and
 - ii. excuses the student from attending school for a prescribed period of time."

Guidelines:

1. If an extended absence of more than four consecutive school days (outside of the scope of *The Education Act*) occurs:
 - a. Parents will be sent a letter from the Principal that outlines the school's concerns and the possible academic risks involved.
 - b. For reasons other than those approved by the *Education Act*, the Principal may report to the school authority attendance officer for further investigation. Teachers are not required to provide curriculum work for the student to be done while on the extended absence.
 - c. Where applicable, the student will not be eligible for the top three academic awards, citizenship award, most improved award, or diligence award for that term. The student will be eligible for the honor roll.
 - d. It is the responsibility of the students before the absence, when possible, to discuss with their respective teachers regarding missed tests, unit exams, projects, and assignments.
 - i. It is at the discretion of the teacher to do the following (but not limited to): give due date extensions, a chance to write missed tests or exam, give a grade for partial work completed

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before the deadline or while on the extended absence, or give a grade of “Excused” and the grade does not count towards the report card grade.

- a. If a student has missed too many curricular outcomes to assess their progress, they will receive an NA on the report card with a description to outline the reason for the absence.
- ii. Whenever possible, it is the responsibility of students and parents to stay caught up with the class while on the extended absence if work was given.
- e. It is the responsibility of the student and/or parents to see the subject teacher upon the student’s return to discuss and pick up missed work and to give feedback on a schedule to get caught up on missed assignments and tests.
 - i. Parents are responsible for ensuring that students complete the missed work.
 - ii. Teachers will give students a fair amount of attention and time in class and study, but not to the detriment of other students. Material will not be re-taught.

2. Missed Final Exams

Philosophy: The *Education Act*, the Aurora School Board Policy 6170, and the Administrative Regulation 6170 all discourage any extended absences and missed final exams.

- a. If a student misses a Provincial Achievement Test (PAT), they may write it upon their return if it is still within the mandated provincial writing period.
- b. For all PATs and non-PAT final exam(s) that are not written at all, a grade of “N/A” will be given and only Terms 1, 2, and 3 will be used to calculate the final course grade. A description will be given in the report card to outline the reason for the N/A.

- 3. To support student success, promotion to the next grade is dependent on students’ knowledge of the curricular outcomes for the year.

References:

The Education Act, Section 7
BP 6170 Extended Absences

Effective Date	March 21, 2016
Revision Date	June 18, 2018
Review Year	2020

Background/Purpose:

The Board of Directors acknowledges its responsibility in creating, maintaining and ensuring welcoming, caring, respectful and safe environments for each enrolled student, every employed staff member, families and all other members of the school community.

Policy Statement:

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta Education Act*. These rights shall be supported, and enforced so that all members (staff and students) of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences.

Guidelines:

All members of the school community with diverse sexual orientations, gender identities and gender expressions have the right to: be treated with respect, to be open about who they are, and to privacy and confidentiality. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every school. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person’s actual or perceived sexual orientation, gender identity, or gender expression.

Support for Student Organizations:

1. If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
 - a) Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and;
 - b) Subject to subsection (e), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.
 - c) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
 - d) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
 - e) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

2. Assure that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred in section 35.1(1) of the Education Act:
 - a) Is limited to the fact of the establishment of the organization or the holding of the activity, and

Effective Date	March 21, 2016
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- b) Is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
- 3. Boards, Charter Schools and Regional authorities are public bodies under the Freedom of Information and Protection of Privacy Act and are bound by the provisions of that Act.

Accountability:

Annual monitoring by Principals and Superintendent

References:

- The Education Act (Alberta)*
- Freedom of Information and Protection of Privacy Act*
- Canadian Charter of Rights and Freedoms*
- Alberta Human Rights Act*

Issue Date	March 21, 2016
Revision Date	
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Objective:

Students are better able to achieve success and a positive sense of self when schools are inclusive, welcoming, caring, respectful and safe. These environments support students in building healthy relationships with others, value diversity and demonstrate respect, empathy and compassion.

Responsibility:

The Board of Directors supports the establishment of student organizations and the arranging of student-led activities which are intended to support a welcoming, caring, respectful and safe learning environment that nurtures a sense of belonging, including but not limited to gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

Regulation:

The Principals shall:

1. Provide students, staff and parents with a copy and electronic access to the publicly posted Student Code of Conduct.
2. Investigate all student complaints of bullying and discriminatory behavior in a timely, respectful manner with the primary goal of ending such behavior through restorative processes, strategies for addressing issues of dispute, or counselling and where deemed necessary, disciplinary action, including possible suspension or recommendation for expulsion.
3. Develop awareness in the school community that bullying is defined *as repeated and hostile or demeaning behavior by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm to an individual's reputation.*
4. Support the Bullying Awareness and Prevention Week, the third (3rd) week of November.
5. Provide a designated restroom or changing area for any student who expresses a need or desire for increased privacy.
6. Support a student request to establish a voluntary student organization or to lead an activity which is intended to promote the desired safe learning environment that respects diversity and nurtures a sense of belonging by:
 - 6.1. Permitting the establishment of the student organization or the holding of the activity at the school;
 - 6.2. Designating a staff member to act as a liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity;
 - 6.3. Facilitating students with the selection of a respectful and inclusive name for the organization, including the name "gay (or queer)-straight alliance."
 - 6.4. Informing the Superintendent immediately if no staff member is available to serve as the liaison.
7. The Superintendent shall inform the Board of Directors if no staff member is available to serve as the liaison and subsequently, the Superintendent will then appoint a responsible adult from the community.
8. Students can select for purchase and wear any uniform items on the website for their grade.

References:

The Education Act

BP 6180 Sexual Orientation and Gender Identity

Effective Date	October 2, 2000
Revision Date	March 6, 2017
Review Year	2020

Background/Purpose:

The Board of Directors recognizes the key role that technology plays in teaching, learning, and research and is committed to ensuring that staff and students have access to the necessary resources and support.

All students and staff will have access to technologies appropriate to their educational needs. These technologies will be at the forefront of innovation and will support our students as 21st century learners, allowing them to thrive in an interconnected global society.

Policy Statement:

Access to technology is a privilege which imposes certain responsibilities and obligations on users. Use of these resources is subject to school policies and local, provincial, and federal laws. All users of these resources must act responsibly and comply with the specific guidelines and policies governing their use.

Guidelines:

1. Any digital communication sent or received over the school’s system (including records of a personal nature) are records under the custody and control of the Board.
2. Prior to publishing a student’s picture on the internet the school must obtain a parent release authorizing publication.
3. All records in the system are subject to the provisions of the FOIP Act and as such, may become the subject of a FOIP request. All persons are prohibited from willfully destroying any records with the intent to evade a request for information.
4. End users are responsible to print paper copies that have an on-going legal, fiscal audit, administrative or operational purpose and subsequently file them in the school’s existing manual filing system.

While users have the right to a reasonable expectation of privacy, the school will:

- a. use software to restrict access to certain sites on a best efforts basis and to generally monitor sites visited.
 - b. authorize secret monitoring or search where there is just cause; for example, where there is evidence of illegal activity or violation of the Board’s Responsible Use policies.
 - c. require teachers to reasonably monitor student activity on the internet at school.
5. Users are required to respect all copyright laws.
 6. Users must exercise acceptable behaviour and understand the security risks associated.
 7. Guidelines will be developed for internet use for students and the Board will approve guidelines for staff and students. Each year, all students utilizing the school’s technology services will be required

Effective Date	October 2, 2000
Revision Date	March 6, 2017
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to sign these guidelines and by doing so, will agree to be bound by those guidelines. Parents will be required to co-sign with their children.

8. Consequences for not following the guidelines range from warning to removal from the system to possible disciplinary action.

Accountability:

Monitored annually by the Superintendent and on a five year cycle by the Board of Directors in accordance with the annual work plan.

References:

AR 7040 Technology Policy

Issue Date	August 27, 2018
Revision Date	April 10, 2019
Review Year	2023

pObjective:

To support responsible implementation of Board Policy on the use of technology.

Aurora Academic Charter School supports and encourages responsible use of technology to enhance and facilitate learning. Our goal is to ensure that student interaction with technology contributes positively to the learning environment at school and in the community.

This administrative regulation applies to Aurora Student use of technology.

“A student, as a partner in education, has the responsibility to:

(e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;”

Alberta Education Act: 31(e)

In cases where irresponsible or unethical use is detected, School Discipline Policy 6040 will be utilized.

Responsibility:

Managed by the Superintendent, supervised by the school Principals and the Director of Technology.

Regulation:

1. Technology will be accessible to individuals and to whole classes to pursue learning goals on a consistent and as-needed basis.
2. Aurora School utilizes numerous programs, apps, and tools to support student learning.

In particular, Google Apps for Education (GAFE) is used systemically for students and teachers. It is a free, flexible tool that is used to design and build students’ learning. Some of the apps within GAFE include:

- Google Calendar
- GMail
- Google Slides
- Google Docs
- Google Sheets
- Google Hangouts

This is not a comprehensive list, nor are students limited to this environment. Teachers and students select software and technology tools constructed for the best use for teaching and learning.

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3. Parents will complete a FOIPP (Freedom of Information and Protection of Privacy) form each year during student registration procedures to ensure we are following parents’ direction regarding publishing student work and student images.
4. Aurora Academic Charter School uses methods and technologies to minimize students’ access to inappropriate online content, and provides education and supervision to ensure students understand and comply with the safe, legal and responsible use of technology and the information accessed. We still require student, parent, and staff vigilance and assistance to ensure responsible use.

Parents share responsibility in educating and supervising their children’s use of technology. A completed “Annual Technology Declaration”, as shown in the Appendix, is required before students may access school technology and devices.

Personal Technology

Students may bring personal technology to school for learning purposes, only as directed by their teachers. When using personal technology at school, all of the above conditions apply. Cell phones and like devices that have not been approved for use by teachers, must remain locked in lockers with ringers and sound turned off.

References:

- BP 2040 Member Code of Conduct*
- BP 5250 Staff Internet Use*
- BP 6040 School Discipline*
- AR 6040 School Discipline*
- BP 7040 Technology Policy*
- The Education Act*
- Freedom of Information and Protection of Privacy Act*

Issue Date	August 27, 2018
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APPENDIX

Annual Technology Declaration – Home Room

A Parent/Guardian of **[student name]** _____ and the student must read and complete this form for the [YEAR] _____ school year. Students are responsible for appropriate behaviour when using technology, just as they are in a classroom, on a bus, any school-related functions, or on school grounds. General school rules and expectations apply to the use of technology, regardless of location, time and device. References: 7040 BP Technology Policy, 7040 AR Technology Policy.

Student Declaration

Respect and Protect Myself

- Will take responsibility for actions when posting or viewing online information and images.
- Will only use my account(s) and protect my passwords by not sharing them with others.
- Will follow school procedures and behaviour standards.
- Will not reveal personal information about myself or others with any online service or person.
- Will not use electronic devices in the locker rooms and/or washrooms at any time.
- Will not access, use, or share digital/online pornographic, degrading, demeaning, racist, or inappropriate material or communications.

Respect and Protect Others

- Will obtain permission from individual(s) before sharing commonly created electronic data.
- Will obtain permission from individual(s) before sharing any photographs, video, audio, or any information about them or regarding them.
- Will not use technology to degrade, defame, harass, intimidate or cause harm to others.
- Will not disguise or conceal my identity.
- It is understood that Administration may ask to search my personal technology and/or have law enforcement search my personal technology, if there is reasonable grounds to believe there has been a serious breach of school rules or discipline policies.

Respect and Protect Intellectual Property

- Will follow federal copyright laws and fair use guidelines.
- Will respect information owned by Aurora Academic Charter School.

Respect and Protect Aurora School Property and Equipment

- Will take full responsibility for, and respectfully use, any technology available to me at all times.
- Will use network bandwidth, file storage space and printers reasonably and responsibly.
- Will report abuse of technology to a school administrator and/or designate.
- Will report security or network problems to a school administrator and/or designate.
- Will not download, install, modify or delete software on Aurora School devices.

I, [student name] _____ have read, understand, and agree to the above conditions.

Student Signature: _____ Date: _____

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Parent/Guardian Declaration

I have carefully reviewed this document with **[student name]** _____ and agree to the above conditions.

Please Print Name:

Signature: _____ Date: _____

Issue Date	August 10, 2020
Revision Date	
Review Year	2023

Objective:

To support the implementation of BP 7040 Technology Policy.

Aurora School supports and encourages responsible use of technology. Our goal is to ensure that data integrity and security meets and/or exceeds legislative requirements.

This administrative regulation applies to staff use of technology in any school-related activities or school-related data . In cases where irresponsible or unethical use is detected, disciplinary measures may be considered.

Responsibility:

Managed by the Superintendent, Secretary Treasurer, and supervised by the Systems Administrator.

Regulation:

1. Technology will be accessible to individual employees based on employment profile.
2. All staff must sign a technology declaration (Appendix A).
3. Passwords must be kept confidential and login credentials must not be saved to their respective program, site, data base, or application.
4. The Superintendent and Secretary Treasurer reserve the right to change technology controls to ensure best data security practices.
5. Data must be stored on the school network or secured school drives. Information stored on a portable storage device must receive prior approval by the staff’s direct supervisor and be password protected or encrypted.
6. Aurora will make the best attempt to ensure staff have the required technology to operate within their roles. In the event a staff member is required to use personal technology for employment purposes, please refer to “Aurora Staff Guidelines when working from home” (Appendix B).
7. In the event of a privacy breach or suspected privacy breach, the Superintendent, Secretary Treasurer and Systems Administrator must immediately be notified.

References:

- BP 2040 Member Code of Conduct*
- BP 7040 Technology Policy*
- The Education Act / PASI Agreement*

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APPENDIX A

Staff Technology Declaration

Staff are responsible for appropriate behaviour when using technology.

Staff Declaration

Respect and Protect Myself

- Will be the sole user of my school account(s) and protect my passwords by not sharing them with others or by saving login credentials for auto-login. .
- Will follow school procedures and professional standards.
- Will take responsibility to ensure I understand and comply with legislative requirements/enforcements regarding use of technology.

Respect and Protect Others

- Will take due care when sending, receiving, entering and updating sensitive school/student information.
- Will be sure to protect school technology and data.

Respect and Protect Intellectual Property

- Will follow federal copyright laws and fair use guidelines.
- Will respect and protect information owned by Aurora School Ltd.

Respect and Protect Aurora School Property and Equipment

- Will take full responsibility for, and respectfully use, any technology available to me at all times.
- Will use network bandwidth, file storage space and printers reasonably and responsibly.
- Will report abuse of technology to a school administrator and/or designate.
- Will report security or network problems to a school administrator and/or designate.

I, _____, have read, understand, and agree to the above conditions.

Staff Signature: _____ Date: _____

Supervisor Declaration

I have carefully reviewed this document with _____ and agree to the above conditions.

Print Supervisor Name: _____

Signature: _____ Date: _____

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Revision Date	
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APPENDIX B

AURORA STAFF WORKING FROM HOME

Aurora Staff Guidelines when working from home

All professional standards and security of data continue whether working from school or at home at any time.

Home is defined as your current residence in or near the community of work.

Working from Home

In situations when Alberta Health Services/Alberta Education has mandated school site closures, teachers and support staff who request to work from home may do so by applying to their principal or immediate supervisor. Each school should develop a check-in procedure for staff.

If the work requires the employee to be at school, administrators will work with them to identify risk mitigation measures to enhance their safety and increase social distancing measures as directed by the most current advice from the Alberta Chief Medical Officer and Alberta Education:

- The role requires the employee be physically present (e.g. custodian, admin assistant, administrator);
- The role requires the employee to access information or systems that are not available in the home environment;
- The role involves sensitive or confidential information or records that cannot, and should not, be transferred from/to the home environment.

Working from Home Guideline

To work from home the employee must have the ability to complete assigned deliverables and day-to-day functions (plan, assess, and professional development), as well as to communicate with colleagues, administration, students, and parents in a secure environment.

The principal or immediate supervisor may call you back to your work site, based on operational needs.

Regardless of where you are working, the following are important expectations to remember:

- Employee and student safety is our primary concern. Please maintain a safe and secure work environment. Aurora School is following the directives from Alberta Health Services and Alberta Education to ensure we are complying with Occupational Health and Safety regulations.
- Continue to follow all Division policies and administrative procedures.
- The Division will be setting expectations for work hours and employees must be available and accessible during the workday. Periodic attendance at your workplace may be required. This may include a directive to return to the normal work site on short notice during normal work hours.
- Check-in daily, or on an agreed upon schedule, with your administration for support and/or a progress update.

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- attend scheduled meetings via conference calls or web-based meetings.
- Leave entitlements follow the usual process for requests and approvals. These include personal, sick, family needs, compassionate and all other leaves identified in collective agreements. Requests for leave should be accessed in the same manner in which you typically request them. Continue to follow regular procedures for applying for/notifying HR about medical and other absences. When working from home it is expected that you comply with professional and legislated professional standards.
 - maintain privacy: cannot be overheard by family, no family members/home visitors wandering into meeting
 - maintain security of technology and data at all times
 - professional dress
 - ensure appropriate computer screen and live video backgrounds & close all web windows except ones being used for Lesson

Equipment and Technology

- Division Laptop\Chromebook\IPad may be signed out by your administrator to work from home.
- You are responsible for ensuring your working from home environment has appropriate telephone/internet connectivity and security. If you cannot work from home, you can speak to your supervisor regarding a safe and secure work environment at school.

IT Security and Privacy guidelines

- The use of personal email for work purposes is strictly prohibited. All secure data and information must be kept on Divisional drives.
- Staff should use divisional cloud-based approved and secured platforms (OneDrive/ Google Drive). Contact your administrator and/or Aurora IT administrator for additional support.
- Adequate safeguards must be put in place to avoid data and privacy breaches. If you require support, contact the IT Help Desk .
- If you suspect a privacy breach, please call your administrator for these matters immediately.

Important note:Protect yourself and the Division from malicious attacks by:

 - Never open attachments or links in emails that are suspicious.
 - Beware of any email asking for urgent action. If it's that urgent, they will contact you again.
 - Do not reply to the email if unsure.
 - Check to whom the email is addressed. Remember, phishing emails are rarely specific.
 - Watch for spelling and grammatical mistakes. Often, these can be a tell-tale sign of phishing.
 - Hover over the link in the email without clicking on it. Will the displayed link take you to where you would expect?
 - Does the signature look genuine?
 - **Report the email by calling System Administrator**
 - **Do not forward the email. Doing so may exacerbate the problems the phishing email can cause.**
- For Google based email systems, click on the three vertical dots in the upper right-hand corner of an email received from outside the local network. Options to either 'Report spam' or 'Report phishing' are available.

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- It is suggested that emails believed to be phishing or spam should simply be deleted by the person receiving it, and that person can just send the Aurora System Administrator a new email indicating a suspected phishing email was received from “type out the Sender email.” For any additional questions, please contact your administration.

Adopted	October 2, 1997
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

Aurora School embraces the policy on library programs as stated by Alberta Learning: "Students in Alberta schools should have access to an effective library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta".

Policy Statement:

The primary objective of the school's Learning Commons is to implement, enrich, and support the educational program of the school.

Accountability

Monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

AR 7050 Learning Commons

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on the Learning Commons

Responsibility:

Managed by the Superintendent, supervised by School Principals.

Regulation:

1. Each student will have user-friendly, timely access to accurate, reliable, appropriate, current and scholarly information, with support and education from library professionals.
2. The Learning Commons will be accessible to individuals and to whole classes to pursue learning goals on a consistent and as-needed basis.
3. There will be access to a wide variety of materials, at all levels of difficulty for student and staff research and enjoyment.

References:

BP 7050 Learning Commons

Adopted	October 2, 1997
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

Aurora School respects the rights and religious beliefs of individuals.

Policy Statement:

Aurora School will be a secular (non-sectarian) school.

Guidelines:

Aurora School will not allow religious classes during school or allow religious classes during before/after school care.

Accountability

Monitored on a five year cycle by the Board of Directors as part of its annual work plan.

Adopted	June 3, 1998
Revision Date	September 17, 2018
Review Year	2020

Background/Purpose:

Aurora School has a very specific program that will benefit many students and supports a system that is centred on the learner.

Policy Statement:

This policy is meant to ensure that all students have access to meaningful and relevant learning experiences that include appropriate instructional supports consistent with the Charter of Aurora School.

Definitions:***Principles of Inclusion (Alberta Education)***

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

Guidelines:**Guiding Principles of Inclusive Education**

1. Anticipate, value and support diversity and learner differences – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. High expectations for all learners – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.
3. Shared responsibility – All education partners, including school and jurisdictional staff, families, community services providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.
4. Understand learners' strengths and needs – Meaningful data is gathered and shared at all levels of the system ↓ by teachers, families, schools, school authorities and the Ministry ↓ to understand and respond to the strengths and needs of individual learners.
5. Reduce barriers within learning environments – All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.
6. Capacity building – School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities. Capacity building takes place at the personal, school and system levels.

Adopted	June 3, 1998
Revision Date	September 17,2018
Review Year	2020

Accountability:

Monitored on a three year cycle by the Superintendent as part of its annual work plan.

References:

Education Act

Adopted	February 18, 1998
Revision Date	October 21, 2020
Review Year	2025

Background/Purpose:

The *Alberta Education (AE) Program of Studies (Grade K - 9)* mandates three themes in Health. Aurora School follows the *AE Program of Studies (Grade K - 9)*. The AE Program of Studies includes outcomes and topics related to human sexuality and parents reserve the right to exempt their children from this instruction.

Policy Statement:

Aurora School promotes good health within its school community. The aim of the *Health and Life Skills component of the AE Program of Studies (Grade K - 9)* is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. Aurora Schools believes that students require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

Guidelines:

1. The *AE Program of Studies (Grade K - 9)* has three general outcomes as the foundation of the Health and Life Skills program:
 - a. Wellness Choices
 - b. Relationship Choices
 - c. Life Learning Choices

Human Sexuality is a mandatory component of the Grades 4 to 9 program and is incorporated within these general outcomes. They are identified in the *AE Program of Studies (Grade K - 9)* for easy identification.

2. Health classes have a course outline that are distributed to students at the beginning of the year. Human sexuality topics will be bolded and italicized in the course outlines.
3. According to the *AE Program of Studies (Grade K - 9)*, upon written parent/legal guardian request, a student will be withdrawn from the human sexuality portion of the Health program and be given alternate Health learning studies by the teacher.

Accountability:

Monitored on a five-year cycle by the Superintendent in accordance with its annual work plan.

Reference:

AE Program of Studies (Grade K - 9)
AR 7071 - Human Sexuality

Adopted	October 23, 2000
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

In response to representations made regarding the treatment in school programs of such matters as Canadian content, family life education, sex-stereotyping and special creation, Alberta Education established provincial policy to deal with controversial issues. Included in their policy guidelines was a recommendation that school boards establish local policies regarding the identification and treatment of controversial issues and materials in the classroom.

Policy Statement:

The Board believes that students should have classroom experience in selecting and organizing information that facilitates drawing intelligent, moral, and rational conclusions.

Guidelines:

1. For sound moral judgements to be made, information regarding controversial issues should:
 - a. Represent alternative points of view.
 - b. Appropriately reflect the maturity, capabilities and educational needs of the students.
 - c. Reflect the requirements of the course as stated in the Program of Studies.
 - d. Reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.
2. In dealing with controversial issues and topics, the teacher is expected to inform parents regarding the issues to be covered, the materials to be used and the approach to instruction in the classroom.
3. Parents may request, in writing, the exclusion of their child(ren) from formal instruction or activities dealing with a particular controversial issue.
4. Parents have the right to formally challenge the use of a particular instructional resource on the grounds of sex, racial, ethnic or cultural stereotyping or offensiveness to community standards.

Accountability:

Monitored on a five year cycle by the Board of Directors as part of its annual work plan.

References:

AR 7230 Controversial Issues and Materials

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on controversial issues and materials.

Responsibility:

School Principals and Superintendent regarding appeals.

Regulation

1. When offering programs that are controversial in nature, the Principal is responsible for:
 - a. Reviewing program content and materials to ensure conformity to Board policy.
 - b. Communicating to parents the nature of the program and holding a parent meeting to review program content and materials, responding to parental concerns, and informing parents of their right to exclude their children from certain program elements.
 - c. Ensuring that staff are adequately in-serviced to ensure effective program delivery.
 - d. Ensuring that alternative learning activities are provided for excluded students.

2. In the event of a parental challenge to the use of a particular learning resource the following procedure will be followed:
 - a. A meeting will be arranged between the parent and the Teacher with the Principal to discuss the nature of the concern.
 - b. If the issue cannot be resolved at this level, the Principal will advise the parent of their right to formally challenge the use of the resource. Such a challenge is to be directed in writing to the Superintendent outlining the specific content of the resource that is found objectionable and the specific reasons for the objection.
 - c. The Superintendent will meet with the person challenging the resource and the school Principal to review the challenge.
 - d. The Superintendent will conduct a hearing at which the challenger and the teacher may present their respective cases.
 - e. If the matter is not satisfactorily resolved by the Superintendent's decision, the matter may be appealed to the Board by either party.
 - f. A review committee will be set up by the Board. This review committee will consist of equal representation from parents, educators, trustees and students (where applicable). The mandate of this review committee will be to report back to the Board on recommendations for controversial issues and materials.

References:

BP 7230 Controversial Issues and Materials

Adopted	June 3, 1998
Revision Date	November 16, 2015
Review Year	2020

Background/Purpose:

Under federal law it is illegal to copy most published materials without the permission of the copyright owner. This includes the copying of published materials for school use.

Policy Statement:

Under the Principals' direction, Aurora School will ensure that it acts within the law with regard to copyright.

Accountability:

Monitored on a five year cycle by the Board of Directors in conjunction with its annual work plan, and as otherwise required by legal and regulatory circumstances.

References:

AR 7250 Copyright

Issue Date	November 16, 2015
Revision Date	
Review Year	2020

Objective:

To support implementation of Board Policy on copyright.

Responsibility:

School Principals.

Regulation

1. Aurora School will subscribe to the Access Copyright as brokered by Alberta Education.
2. The cost for this license to reproduce published works is deducted from our Foundation Grants.
3. Notices will be posted outlining:
 - a. what may be copied
 - b. what may not be copied under the agreement
 - c. an exclusions list
 - d. other pertinent information

References:

BP 7250 Copyright

Adopted	June 3, 1998
Revision Date	September 16, 2020
Review Year	2025

Background/Purpose:

Aurora School has a modern, attractive, well-maintained facility including a large gymnasium. These facilities can become an important community resource given the proper management.

Policy Statement:

Recognizing the priority our school community has for facility utilization, the Aurora Board of Directors is willing to allow for public use of our facility both as a community service. School gymnasium rentals are facilitated through the “Joint Use Agreement” (attached) that Aurora School has with the City of Edmonton and Edmonton Public School Board.

Accountability:

Monitored on a five year cycle by the Board of Directors as part of its annual work plan.

References:

AR 8030 Community Use of Facility

Adopted	October 13, 2015
Revision Date	September 16, 2020
Review Year	2025

Objective:

To provide direction for implementation of Board Policy 8030 regarding community use of the school facility.

Responsibility:

Principal and Secretary-Treasurer.

Regulation:

1. Aurora School use takes precedence over any other use of the facility.
2. Aurora School may unilaterally cancel any agreement for public use with notice. As much notice as possible will be given when school activities pre-empt bookings.

References:

BP 8030 Community Use of Facility

Appendix: Joint Use Agreement Template

Adopted	February 1, 1999
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Aurora School is located in the community of Sherbrooke, a residential neighborhood in north-central Edmonton.

Policy Statement:

The safety of the school population is of paramount importance. The school will only close or lockdown during what would normally be an instructional day if the health and/or safety of the occupants are at risk.

Guidelines:

1. The school will normally not close due to inclement weather conditions.

Accountability:

Reviewed after each event by the Superintendent and monitored on a five year cycle by the Board of Directors in accordance with its work plan.

References:

AR 8050 School Emergencies

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for the implementation of Board Policy 8050 regarding school emergencies.

Responsibility:

Principals and Teachers as required by the procedures.

Regulation:

A. GENERAL PROCEDURES

1. Should the school building become unsafe for whatever reason, students and staff will be evacuated to the south and east sports fields, with authorities and parents notified as is required.
2. Every classroom will have an evacuation plan posted near the door. The Staff Handbook will outline to Teachers the evacuation procedures.
3. A minimum of two fire drills will be held every year. In case of extreme weather, students will be evacuated to the Sherbrooke Community Hall.
4. A lockdown will occur when there is a threat to the school building or its occupants and it is safest for the staff and students to remain inside. A lockdown may occur when there is: an intruder in the school, a threat on or very close to the school property, a threat of violence to staff or students, severe weather conditions, an undetermined or off-site hazard that threatens the school in any way. (refer to procedures)
5. A minimum of one lockdown drill will be held every year.
6. In case of a lockdown, emergency services will be called if warranted.

B. LOCKDOWN PROCEDURES

1. The administration will regularly advise staff of lockdown code, repeated three times over the intercom by the administration.
2. When a lockdown occurs, students will immediately clear the hallways and enter the nearest classroom. Teachers will close and lock classroom doors and close any curtains or blinds. Students are to sit so that they are not visible from any windows. No one is to exit the classroom for any reason (including the fire alarm) until the all clear signal is given.
3. Teachers with students in the gymnasium will move into the equipment room. Teachers with students who are outside will proceed to St. Pius X Catholic School at 12214-128 Street.
4. Administration will call emergency services if warranted.

Adopted	October 13, 2015
Revision Date	
Review Year	2020

5. When a lockdown occurs, parents will be notified of the situation through appropriate means.
6. The signal for all clear is “Attention all students and staff. This is (administration name). All clear. All clear.” The all clear signal must come from an administration voice and must be ignored if it comes from any other voice.
7. In case of evacuation after an all clear, staff and students will evacuate as per fire drill procedures.

References:

BP 8050 School Emergencies

Adopted	October 13, 2015
Revision Date	March 9, 2020
Review Year	2025

Objective:

To provide direction and support for the implementation of a Pandemic Plan with Aurora staff, students, parents and stakeholders as informed by and in cooperation with the Alberta Government and Alberta Health Services. Aurora Administration in coordination with school staff, students and parents are expected to optimize safe practices and resources for mutual benefit, health and wellness.

Responsibility:

The key responsibility in each school resides with the Principal in coordination with the school staff. The Superintendent and Secretary-Treasurer will provide timely support with the Principal(s).

Regulation:

A. GENERAL PROCEDURES

1. In any event where Alberta Health Services shares evidence and recommendations with regard to a significant outbreak such as Influenza, virus, and/or other significant highly contagious health concern in the region, the school administration has the authority to invoke the Pandemic Plan to minimize risk to students, staff, parents and community.
2. The Superintendent and/or Secretary Treasurer will be informed in a timely manner by the school administration of their implementation of the Pandemic Plan. Further supports will be provided to school administration by the Superintendent and/or Secretary Treasurer to ensure clarity and coherence of the roles, processes and responsibilities in case of an outbreak/contagion situation and in alignment with recommendations by Alberta Health Services.
3. The Superintendent and/or Secretary Treasurer will ensure the timely implementation of communication with school stakeholders in coordination with the Principal(s). This includes a regularly updated link on the Aurora website that includes Alberta Health Services updates relative to the particular communicable disease/contagion context.
4. The Superintendent in consultation with the Board of Directors may temporarily suspend school practices and operations guidelines in non-pandemic contexts to ensure compliance with directives from Alberta Health Services, or any related provincial and/or federal health regulations, legislations or emergent directives.

B. KEY PREVENTATIVE PRACTICES AND PANDEMIC SUPPORTS

1. Prevention practices:
 - a. Students, staff and or parents should remain home from school, work or public places if recently exposed to or experiencing medical symptoms associated with the particular pandemic illness;
 - b. Seek medical attention as soon as possible and in compliance with Alberta Health Services recommendations consistent with the respective pandemic;
 - c. Cover you cough with a disposable tissue or other suitable means to reduce transmission of contagion;

Adopted	October 13, 2015
Revision Date	March 9, 2020
Review Year	2025

- d. Keep hand/fingers away from eyes, nose and/or mouth. Avoid direct personal contact with others such as sharing drinks, utensils, shaking hands, etc.
 - e. Regularly wash your hands with soap and water - minimum of 20 seconds duration;
 - f. Use alcohol-based (60% or higher) sanitary hand cleanser.
2. Identification, Supervised Isolation and Parent/Guardian Pick-up:
- a. Any acute/rapid or current onset of illness and/or symptoms that may include fever, cough, sore throat, and/or respiratory illness;
 - b. Movement of affected individual(s) to a supervised isolation/quarantine room followed by timely communication with parent/guardian to expedite pick-up of the affected student and off-site medical support.
3. Ensure hand-washing posters distributed throughout schools;
4. Custodian team to optimize the cleaning and use of disinfectants appropriate to situation to minimize spread of contagion;
5. Tracking of daily attendance by each school administrative/office team in order to provide accurate and timely evidence to Alberta Health Services and Aurora Superintendent/Secretary Treasurer as requested/required;
6. Schools may close at the discretion of the Superintendent in consultation with the Aurora Board of Directors and/or by order of Alberta Health Services and/or Alberta Education.

References:

BP 8050 School Emergencies

Pandemic Planning Guide for Alberta School Authorities, Alberta Education

Alberta Health Services

Adopted	January 22,2008
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

From time to time, circumstances require that school days be cancelled for temporary periods of time.

Policy Statement:

When school cancellations occur, steps must be taken to ensure that stakeholders are notified and that safety precautions are taken to ensure that there is available supervision for students.

Guidelines:

1. School may be cancelled because of, but not limited to, water main breaks, gas leaks, severe weather, fire, power outage, or act of God.

Accountability:

Reviewed by the Superintendent after each event and monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

AR 8100 School Cancellation

Adopted	October 13, 2015
Revision Date	
Review Year	2020

Objective:

To provide direction for the implementation of Board Policy 8100 regarding school cancellation.

Responsibility:

The Principal(s), or designate, is authorized to initiate a school cancellation. He/She should inform the Superintendent of the cancellation in as timely a manner as possible.

Regulation:

1. Immediate steps must be taken by administration to inform all stakeholders of the cancellation and any details about when school will reopen.
2. The school must be open during a cancellation, and administration will provide supervision for students who come to school until they can be picked up.
3. Teachers and support staff may be required to be at school on the day of a cancellation.
4. The Principal(s), or designate, will consult with the Superintendent about whether the cancellation will continue for more than one day.

References:

BP 8100 School Cancellation

Effective Date	April 17, 2017
Revision Date	May 15, 2019
Review Year	2021

Background/Purpose:

To reflect the Board’s mandated responsibility for providing a welcoming, inclusive, safe and healthy learning and working environment .

Policy Statement:

The Board of Directors believes that in the presence of students the consumption of alcohol, tobacco, or cannabis products in schools or at school-sanctioned student functions is inappropriate. This includes, but is not limited to vaporizers, oils, edibles, snuff, e-cigarettes, hookahs, and other related devices/products.

1. Alcohol

- a. The possession and/or consumption of alcohol is prohibited at:
 - i) District facilities which are used for the accommodation of students,
 - ii) all student functions held at a District facility or sponsored by the District.

- b. The Superintendent may authorize the serving of alcohol:
 - i) at non-student functions sponsored by the District; and
 - ii) in District facilities.
 - iii) Subject to the approval of the Superintendent, the consumption of alcoholic beverages may be permitted outside school property at school-sanctioned functions that do not include students. Subject to the Superintendent’s approval, students may be permitted to perform or attend events at venues where alcoholic beverages are available to non-students (**adults**).

- c. The serving of alcohol as per Section A.2 requires written approval from the Superintendent as well as the obtaining of a liquor license from *Alberta Gaming, Liquor and Cannabis*.

- d. Adult possession of sealed alcohol is permitted as part of a personal gift for an adult or as a donation to a District-sponsored fundraiser. In these situations, alcohol should be handled in a discreet manner.

2. Tobacco and Tobacco-Like Products

- a. The consumption of tobacco or tobacco-like products is prohibited on and in school property or at District-sponsored events.

- b. Adult possession of tobacco and tobacco-like products should not be visible or interfere with the operations of the learning and working environment.

- c. Traditional use of tobacco for ceremonial purposes is permitted on District property or at District functions.

Effective Date	April 17, 2017
Revision Date	May 15, 2019
Review Year	2021

3. Cannabis

- a. The possession and/or consumption of cannabis is prohibited on and in District property or at District functions.

 - b. Notwithstanding the above, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained for students according to AR 6101.
4. No funds belonging to or administered by the school may be used to purchase or reimburse anyone for the purchase of alcohol, tobacco, or cannabis products. This includes monies from fundraising campaigns conducted by any person or entity affiliated with the school. The only exception is for tobacco if associated with specific religious/ceremonial events and with prior approval by the Principal.

Accountability:

Monitored by Board of Directors, Superintendent

Reference:

- Cannabis Act Bill C-45*
- Clarity on Cannabis FAQ for Educators Alberta Health Services*
- Tobacco and Smoking Reduction Act*
- Gaming, Liquor Cannabis Act*

Effective Date	November 19, 2018
Revision Date	
Review Year	2023

Background/Purpose:

Aurora School Ltd. In accordance with the current Alberta Occupational Health and Safety Act and the Education Act are committed to nurturing and assuring a safe, caring, ethical and healthy environment for all students, employees and others present at our site and school-related activities.

Policy Statement:

The Aurora Board of Directors and Superintendent believe a healthy, caring, and safe workplace is essential for all employees, students and others present at its worksites at all times. This policy is rooted in support and assurance that all Aurora worksites and school-related activities are in compliance with all regulations, codes and associated practices consistent with the current Alberta Occupational Health and Safety Act. Moreover, Aurora personnel and stakeholders share responsibility in a culture that encourages and ensures a safe and healthy workplace for all stakeholders at all times.

Guidelines:

In order to promote, support, and assure a healthy and safe workplace, it is expected that all Aurora employees and all others who work on Aurora school sites and school-related activities will:

1. Engage in all workplace roles and responsibilities with a shared commitment to wellness, health and safety at all times and with all stakeholders;
2. Regularly review, understand and apply current occupational health and safety codes, regulations, legislation and procedures to assure compliance with safe workplace knowledge, skills, attitudes, competencies and practices;
3. Establish and interact with an Aurora Joint Health and Safety Committee in compliance with current legislation and regulations to optimize support and active engagement of all staff and stakeholders in a school culture imbued and evidenced in a healthy and safe working environment at all times and circumstances.

Accountability:

Aurora Board of Directors, Superintendent, Secretary-Treasurer and all staff and contractors

References:

Alberta Occupational Health and Safety Act
AR8300 – Occupational Health and Safety
Alberta Education Act

Effective Date	February 16, 2004
Revision Date	March 19, 2018
Review Year	2020

Background/Purpose:

The Aurora Board of Directors is committed to helping parents with the transportation of their children within the context of the school’s limited resources in accordance with provincial regulations.

Policy Statement:

Shared responsibilities and cooperation among stakeholders of our school community will ensure safe, cost effective and comfortable busing. Our transportation service is considered a privilege and school rules apply to all students while traveling on the buses. Aurora School strives to keep travel times for school buses reasonable, to a maximum of 75 minutes.

Bus carrier contracts will be reviewed at least every five years.

Guidelines:

Responsibilities will be shared among stakeholders consisting of Board of Directors, Superintendent, Secretary-Treasurer, Principals or designate, Transportation Committee, Transportation Coordinator and Parents. Guidelines will be communicated in the Aurora Student Transportation Handbook.

Accountability:

Monitored annually by Secretary Treasurer and Superintendent

References:

The Education Act

Student Transportation Handbook

Adopted	May 19, 2009
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

Aurora School is committed to providing safe and adequate parking for staff, parents and visitors.

Policy Statement:

Parking must be available to staff, parents and students, and visitors of the school. Safety of all members of the Aurora community is the main priority, followed by space availability.

Accountability:

Monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

AR 9010 Vehicle Parking