



# Policy Manual

**Aurora Learning Foundation**

On behalf of:



**OneSchool  
Global**

## AB Teacher Evaluation Policy

<b>Policy Code</b> <i>POL_NA_AB Teacher Evaluation Policy v1.2</i>	<b>Authorisation Date</b> February 26, 2025	<b>Next Review Date</b> August 19, 2026
<b>Enquiries Contact:</b> support@na.oneschoolglobal.com	<b>Approval Authority</b> -	<b>Policy Author</b> OneSchool Global EA Team
<b>Associated Documents</b> -		

### Background

OneSchool Global’s mission focuses on developing life-ready students who learn how to learn and achieve. In order to live our mission, we must ensure that our students are presented with high-quality learning opportunities that measure their achievement against the curriculum standards outlined by the province in each area of study. In short, “quality teaching occurs when a 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.”

The organization takes a collaborative approach to teaching and learning. Our team, including senior leaders and teachers, work together to support the Teaching and Leadership Quality Standards set out by the Minister of Education. This is achieved by providing opportunities for professional development and growth as a result of teacher supervision and evaluation.

### Procedures

1. OneSchool Global has implemented a policy that will comply with Alberta Education policies and regulations, developed in conjunction with various stakeholders (including teachers) that:

- 1.1 applies to all teachers unless otherwise stipulated in this Policy,
- 1.2 is reviewed and updated annually
- 1.3 is consistent with the teaching quality standard,

1.4 ensures the resulting data is made available through the Annual Education Results Review

An overview of the Professional Development Plan for OneSchool Global is as follows:

- a) Goal setting by each staff member completed in Ceridian DayForce (September)
- b) Campus Principal review of professional goals for each staff member through Ceridian DayForce (early October)
- c) Formal Evaluation and Supervision process (December to February)
  - i) Pre observation conversation to review plan
  - ii) Formal lesson observation (60 minutes)
  - iii) Post observation conversation to reflect
  - iv) Formal evaluation report completed
  - v) Review of written evaluation with teacher; improvement plan developed and implemented as needed
- d) All teachers employed by OneSchool Global will be held responsible for their professional growth.

2.1 All teachers employed will participate in a professional growth plan over the course of each academic year that:

2.1.1 Reflects the goals set forward by the teacher based on self-assessment and feedback received from the previous year's evaluation

2.1.2 Shows a relationship to the Teaching Quality Standard

2.1.3 Supports the education plans of the school, OneSchool Global and Alberta Education

2.2 An annual Teacher Professional Growth Plan:

2.2.1 May be a component of a multi-year plan, particularly if professional goals extend over long periods of time.

2.3 All teachers employed by OneSchool Global will submit an annual

Teacher Professional Growth Plan to their Campus Principal by September 30 of each school year through Ceridian DayForce.

2.3.1 Any modifications to the annual Teacher Professional Growth Plan that are made by teachers due to changes in identified needs or circumstances will be submitted to the Campus Principal at the time of the changes.

2.4 The Campus Principal will review the annual Teacher Professional Growth Plan and, in consultation with the teacher, determine whether the growth plan complies with clauses 2.1, 2.2 and 2.3.

2.5 The teacher's annual Teacher Professional Growth Plan will be accessible at all times by the teacher on Ceridian DayForce. The Campus Principal will also have access to the plan as required in clause 2.3.

2.6 The teacher will implement his/her annual Teacher Professional Growth Plan and will collaborate with his/her Campus Principal to evaluate the progress in the implementation of the plan. This will be achieved through ongoing feedback conversations.

2.7 If a review under clause 2.4 finds that a teacher has not completed and implemented an annual Teacher Professional Growth Plan, the teacher will be subject to disciplinary action as determined by the Regional Principal in collaboration with the Campus Principal.

## **Teacher Growth**

3. There will be ongoing supervision of all teachers in One School in the performance of their professional duties.

3.1 The Campus Principal will develop a plan for the supervision of teachers in his/her school. This will include an observation schedule, regular meeting times for one to one conversations and feedback cycles.

3.2 Supervision of teachers will be an ongoing process carried out by the Campus Principal:

3.2.1 Recognize the teacher's success and achievement in meeting the Teaching Quality Standard. This is achieved through regular feedback cycles and through documenting strengths during the formal evaluation.

3.2.2 Provide support and guidance to teachers

3.2.3 Observe and gather information about the quality of the teacher's instructional practice through informal observations and classroom walk-throughs

3.2.4 Identify aspects of the teacher's practice that may, for any reason, require evaluation and development.

## **Evaluation**

4. All teachers at OneSchool Global will be subject to evaluation procedures annually (typically between December and February).

4.1 The evaluation of a teacher by the Campus Principal will be conducted:

4.1.1 For the purpose of gathering information related to a specific employment decision.

4.1.2 For the purpose of assessing the growth of the teacher in specific areas of practice.

4.1.3 When, based on evidence collected through supervision, the Campus Principal has reason to believe that the teacher's practice may not meet the Teaching Quality Standard

4.2 A recommendation by the Campus Principal that a teacher be issued a continuing contract must be based on findings from professional conduct, observations and evaluations of the teacher.

4.3 The Campus Principal will develop a plan for executing the evaluations required as a result of needs identified by clauses 4.1 and 4.2.

4.4 On initiating the evaluation, the Campus Principal will communicate explicitly to the teacher:

4.4.1 The reason for and purpose of the evaluation

4.4.2 The process, criteria and standards to be used

4.4.3 The possible outcomes of the evaluation (including placement on an improvement plan or non-renewal of contract)

4.4.4 The materials that must be submitted before the evaluation is to take place (lesson plan, student growth and achievement data)

4.5 On completion of an evaluation, the Campus Principal will:

4.5.1 Host a post-observation conversation to discuss pedagogical strategy and how the teacher feels that he/she demonstrated the Teaching Quality Standards

4.5.2 Complete a written narrative report which provides:

A) Space for the teacher's comments and/or reactions

B) The electronic signatures of both the evaluator and the teacher,

C) The date

4.5.3 Ensure that the teacher has access to the evaluation report

4.5.4 Provide the Regional Principal and Human Resources Director with a copy of the completed report which will be retained in the teacher's personnel file

## **Supervision**

4.6 When a determination that a change in behaviour or practice of a teacher is required, the Campus Principal must provide notice that improvements are required.

4.7 Notice of remediation in the form of an improvement plan must be logged in Ceridian DayForce, including the specific determinations outlining that the teacher has not met the Teaching Quality Standard. The plan will describe:

4.7.1 The practices that do not meet the Teaching Quality Standard

4.7.2 The strategies that the teacher must pursue

4.7.3 Opportunities for peer mentorship or peer observations

4.7.4 A schedule for regular meetings to follow up and discuss ongoing progress with the teacher

4.7.5 When a reassessment will occur

5. A teacher may appeal his/her evaluation results.

5.1 A teacher has the right to document disagreement with the evaluation results.

5.2 The appeal will be reviewed by the Campus Principal with input from the Regional Principal. This may involve a meeting with the teacher to gather more information.

5.3 If the appeal is successful, revisions will be made to the evaluation.

5.4 If the appeal is unsuccessful, the teacher will be notified in writing.

6. Information obtained as a result of the processes involved in teacher growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

*6.1 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 resulting from section 4. \*\**

6.2 Provision for secure storage will be made for any document used to prepare a teacher evaluation report and for any required copies of the teacher evaluation report.

***\*(include)\*This policy does not restrict a Campus Principal from taking disciplinary action or other action, as appropriate, when the Campus 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 constitute conduct detrimental to the school or the school society***



## Aurora Edmonton Safe & Caring School Policy

<b>Policy Code</b> POL_NA_Aurora Edmonton Safe & Caring School Policy 2021 v1.1	<b>Authorisation Date</b> July 08, 2021	<b>Next Review Date</b> August 19, 2027
<b>Enquiries Contact:</b> support@oneschoolglobal.com	<b>Approval Authority</b> -	<b>Policy Author</b> OneSchool Global EA Team
<b>Associated Documents</b> -		

### Policy - Safe and Caring School

Consistent with its Ethos and Values, as stated below, the Aurora Learning Foundation, Edmonton Board is committed to a welcoming, safe, caring, and respectful, learning and teaching environment for its students and staff that respects diversity and fosters a sense of belonging at the school.

### School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe and caring environment.

### Values

In coming to this school each student, parent and staff member shall uphold the values of the school which include:

- Integrity — uprightness, honesty and decorous conduct, governed by the Holy Bible;
- Care & Compassion — kindness, consideration and generosity to all;
- Respect — for all people, property, opinions and authority;
- Responsibility — for our actions, progress and the environment; and
- Commitment — to self-discipline and the pursuit of excellence.

If one or more students attending a school operated by the Board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity (collectively the “Requested 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 review all requests and approve all Requested Activities that promote at the School a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

After consultation with the principal, the students may select a respectful and inclusive name for the organization. Student organizations and activities approved by the school will be in alignment with the mission, vision, and core values of the school. The school, through the principal in consultation with the Campus Administration Team, shall approve all content, materials, or external participants for all school clubs, organizations, events, or activities.

The principal in consultation with the Campus Administration Team shall designate a staff member or Campus Volunteer as the staff liaison for the Requested Activity. The principal shall immediately inform the board and the Minister if no staff member is available, and if informed, the Minister shall appoint a responsible adult to work with the students in organizing the Requested Activity.

#### **Legal Reference**

- Teaching Quality Standard
- Leadership Quality Standard
- *Education Act*, Sections 2, 16, 33(1)(d), 33(2), 35.1
- *Private Schools Regulation* Section 13(4)
- *Alberta Human Rights Act*;
- *Canadian Charter of Rights and Freedoms*;

This Safe and Caring School Policy shall be made publicly available on the School website and shall be provided to all staff, students, and parents.

This Safe and Caring School Policy shall be reviewed each school year

## Aurora Edmonton Student Code of Conduct Policy

<b>Policy Code</b> POL_NA_Aurora Edmonton Student Code of Conduct Policy v1.1	<b>Authorisation Date</b> July 08, 2021	<b>Next Review Date</b> August 19, 2027
<b>Enquiries Contact:</b> support@oneschoolglobal.com	<b>Approval Authority</b> -	<b>Policy Author</b> OneSchool Global EA Team
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### Administrative Procedure – Student Code of Conduct

This Code of Conduct is written in the context of the Alberta Human Rights Act and Alberta’s Education Act. As legislatively mandated by section 33(3)(d)(i) of the Education Act, as amended from time to time, the Code of Conduct herein set out has the following:

#### **Purpose**

In keeping with its mission and Alberta legislation, and its Welcoming, Caring, Respectful and Safe Learning Environment Policy, the Aurora Learning Foundation, Edmonton is committed to:

- Providing all students with a welcoming, caring, respectful, and safe learning environment;
- Establishing a reasonable and caring balance between individual and collective rights, freedoms and responsibilities within the school community; and,
- Publishing as part of student registration, school start information and other forms, writing expectations for student behaviour (to students and their parents) while at school, at school-related activities, or while engaging in activities that may have an impact on others in the school.

### Expected Conduct

In keeping with the mission and vision of the Aurora Learning Foundation Edmonton each student is responsible for acting positively in support of a welcoming and caring learning environment by:

- Acting at all times in keeping with the vision and mission underlying the school;
- Pursuing integrity, uprightness, honesty and decorous conduct;
- Respecting all people, property, opinions and authority;
- Showing responsibility for their actions, progress and the environment;
- Being committed to self-discipline and the pursuit of excellence;
- Respecting oneself and the rights of others in the school;
- Conducting oneself with kindness, consideration and generosity to all in a manner that contributes to a welcoming, caring and respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- Refrain from and refuse to tolerate bullying whether in or outside of the school or school hours or electronically;
- Inform a responsible, trusted and caring adult in a timely manner of incidents of bullying, harassment, intimidation or other unwelcoming or uncaring acts;
- Attend school regularly and punctually;
- Diligently and actively being prepared to learn and actively pursue learning;
- Being accountable for individual behaviours to teachers and school staff;
- Cooperating with school staff to make the school a positive learning environment for all;
- Knowing and following the rules of the school; and
- Join and benefit from the human rights club established by the school

### Unacceptable Conduct

Unacceptable behaviours that may negatively affect an enrolled student or staff member of the Aurora Learning Foundation community or the school's learning environment, whether in or outside of the school or school hours or electronically, include, but are not limited to those described:

- **Discrimination.** In keeping with the *Alberta Human Rights Act*, no student or person may discriminate against a student on the basis of an individual student's race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity) physical disability, mental disability, marital status, family status, source of income or sexual orientation.
- **Acts of bullying, harassment or intimidation.** As defined by the *Education Act*, Section 1.1(b.1) bullying is the "repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one more individuals in the school community, including psychological harm or harm to an individual's reputation.
- **Physical violence.**
- **Acts of retribution** against an individual who has intervened to prevent bullying or informed about bullying or other unacceptable behavior.
- **Illegal activities** including, those involving illegal or restricted substances, possession or use or threat of use of weapons, and theft or damage to property.

## Consequences

Students are expected to conduct themselves in keeping with their responsibilities as students.

The school will investigate each instance of unacceptable conduct and pursue disciplinary action in a matter consistent with the principles of fundamental justice and the school's student discipline policy. In grave circumstances, an individual found to have engaged in unacceptable conduct may be subject to possible suspension or expulsion.

## Remediation and Support

In order to foster a positive learning environment, the Aurora Learning Foundation, Edmonton will engage in reasonable and caring efforts to support both the individual(s) who may have been the subject or victim(s) of unacceptable behaviour(s) and to support perpetrators of unacceptable conduct to improve their conduct.

In the assessment of the potential consequences of unacceptable behaviour, the School shall also consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.

The School must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.  
Also see:

This Code of Conduct shall be made publicly available on the School website and shall be provided to all staff, students, and parents.

This Code of Conduct shall be reviewed each school year.

## Field Trip Policy

<b>Policy Code</b> <i>POL_NA_OP_Field Trip Policy v1.1</i>	<b>Authorisation Date</b> <i>19/08/2020</i>	<b>Next Review Date</b> <i>August 19, 2027</i>
<b>Enquiries Contact:</b> <i>support@oneschoolglobal.com</i>	<b>Approval Authority</b> -	<b>Policy Author</b> <i>OneSchool Global EA Team</i>
<b>Associated Documents</b> -		

### 1. PHILOSOPHICAL BASIS

Field trips are planned as an extension to classroom learning and to provide experiences that cannot be gained in the classroom. They form an integral part of the curriculum. Experimental learning is an educationally sound method which is a means of integrating and supplementing the curriculum offerings of a school. For some students, field trip experiences are some of the most significant opportunities they will have for the integrated learning of living skills.

### 2. ESSENTIAL PROVISIONS

2.1 **Each OneSchool Region and their Campuses** will adopt this policy and ensure it is communicated appropriately to staff and parents.

(a) The Schools' field trip policy will ensure that the planning and approval process takes account of the cumulative impact of all school field trips throughout the year

2.2 All school field trips, irrespective of duration, are undertaken only with prior approval by following the process as laid out in the Field Trip Application form (No. 900-079). A breakdown of general expectations based on school level and/or field trip duration is outlined in Table 1 (see following page)

**Table 1: School Level, Duration and other contingencies**

	<b>Require Final Approval From</b>
Campus/Multi-Campus Level field trip only, up to one full day. Campus Principal, Campus Administrator	2. Educational Director, Regional Team Leader or delegate(s) 3. OneSchool
<ul style="list-style-type: none"> <li>- Overnight trip, either single campus or multi-campus involvement</li> <li>- Trips involving attendance at a cinema/theater type attraction</li> <li>- Trips requiring a waiver form</li> <li>- Visits to houses of legislature (i.e. parliament, etc.)</li> <li>- Trips costing more than \$50/student</li> </ul>	1. Campus Principal, Campus Administrator 2. Educational Director, Regional Team Leader or delegate(s) 3. National Leadership Team 4. OneSchool

- (a) Submission for field trips are required to be submitted to the appropriate management level (as laid out in Table 1 above, and on the Field Trip Application form (No. 900-079).
- (b) Students must not be informed of the proposed field trip until CA approval is received
- (c) **Prior to participating** in a field trip, there must be appropriate communication involving the appropriate level of management as outlined in Table 1, as well as the relevant staff and parents concerning the educational objectives, venue, transport arrangements, cost and all other relevant details.
- (d) **Field trips (partial or full days)**
- Must be educational-based within a defined curriculum area;
  - Must not commence earlier or end later than regular school hours. Students should be returned to their parent/guardian care at the Campus or designated collection location by the scheduled end of the school day. All exceptions must be approved by the Campus Administrator.
  - Must not interfere with scheduled VC classes;
  - Must not occur within exam/study period or lead up to this period, if applicable.
- (e) The appropriate management level(s) should approve the field trip only when satisfied that the supervision, transport and other arrangements are adequate and that the field trip will not place an unreasonable financial pressure on parents.
- (f) All school field trips will be submitted to OneSchool before final approval will be granted

2.3 The **level of supervision** provided by the school for all field trips must be adequate to ensure the safety of the students. Supervisors may include parents or other adults authorized by the Campus Administrator, but only under the direction of a teacher. In order to ensure proper child protection, the Campus Administrator must take the appropriate steps to satisfy themselves that anyone appointed to a role involving working directly with the students is a fit and proper person for that position. In determining the level of supervision required, Campus Administrators in consultation with the Campus Principal or Educational Director should take account of:

- (a) the number of students involved;
- (b) the age of students;
- (c) the anticipated behaviour of the students;
- (d) experience and ability of students;
- (e) students medical conditions or disabilities;
- (f) supervisor(s) competence and experience;
- (g) type of activity to be undertaken;
- (h) nature of environment;
- (i) location of activity,
- (j) any telephone coverage limitations; if no coverage, a contact plan must be in place in case of emergency;
- (k) weather;
- (l) the first aid requirements detailed in 2.5.

2.4 Preparation for a field trip requires the organizing teacher ("field trip coordinator") to ensure that:

- (a) Risk Assessments (Form No. 900-043) are required to consider the students and supervisors attending, safe and secure travel and activities are planned; if using an approved external provider, an audit is recommended.
- (b) first aid supplies for use in the event of a minor injury are prepared;
- (c) transportation arrangements, including pick up and drop off of students and supervisors are planned and communicated;
- (d) plans to cater for inclement weather, altered schedules and emergencies are prepared;
- (e) where appropriate, a Risk Assessment from the venue is obtained, and
- (f) any additional Insured certificates of Liability Insurance are exchanged with the venue.

2.5 Personnel with first aid training must be present on all field trips.

- (a) For field trips involving water activities a teacher (or other adult authorized by the Campus Board) with a current qualification in cardiopulmonary resuscitation (CPR) must accompany the students.
- (b) For field trips involving water activities, students' basic aquatic awareness must be taken into consideration when planning the field trip, completing the Risk Assessment and determining whether to approve the activity or not.



(c) When supervising water-based activities, students are to be continually in clear view of the supervisors and supervisors need to consider:

- their positioning
  - scanning
  - safety checks
  - buddy and check-in
  - systems
  - water checks
  - safety stops
- supervision roster and plan.

2.6 The form of transportation used to and from field trip venues must be safe and acceptable to parents, the Educational Director and the Regional Team Leader.

(a) In general, commercial buses are preferred.

(b) In cases where small numbers of students, high cost or lack of available public transportation make the use of private vehicles necessary, the following conditions should be met:

- The vehicle's registration must be valid and up-to-date.
- The owner must be informed in writing that the School does not accept liability for the cost of any damage which may occur in the event of an accident.
- The number of students carried should never exceed the number of seatbelts in the vehicle.
- Parents of students travelling in a private vehicle must give specific informed consent on the Field Trip Parental Consent Form (No. 900-046). Drivers must read and sign the Owner/Driver Declaration For Use of Private Vehicle form (No. 900-080)

2.7 Parental consent must be obtained in writing before a student is included in a specific school field trip. Parents must be provided with sufficient information to make informed consent possible.

(a) Parental Consent forms (No. 900-046) for all field trips should describe the activities planned, explain the method of travel to be used and identify the teacher nominated to be in charge.

(b) For field trips involving water activities (or other potentially hazardous activities) parents/guardians must be informed of the exact activities planned and the level of supervision which will be provided. Parents/guardians must be given the opportunity to forward advice about their child's ability to swim, need for flotation devices or other relevant information.

(c) Supervisors of field trips should not allow students to undertake any activity for which parental consent would normally be required, when such consent has not been given in advance.

(d) Consent should be sought for the teacher in charge of the field trip to authorize medical treatments for a student in the event that staff were unable to contact the parents/guardians of an injured or ill student.

2.8 All reasonable efforts must be made to enable students with disabilities to attend field trips with their classes, including thoughtful selection of field trip venues and activities

2.9 Provision must be made for children with special health and/or medication needs on occasions when students are at venues other than school. All relevant health and medical information must be obtained from parents before taking students on any field trip.

2.10 Charges may apply for field trips to cover costs such as travel, admission charges, lunch etc.

2.11 Children should not be denied access to participation in school field trips because of genuine hardship.

### **3. BASES OF DISCRETION**

3.1 Students will only participate in field trips subject to adherence to this policy, the Transport Policy, and a strict behavior code which includes:

(a) Obey all instructions by the teacher in charge and any support staff, and not under any circumstances leave the group without express permission by the teacher.

(b) Wear regular school uniform, or PE uniform if applicable, at all times except when directed otherwise by the teacher in charge. Extra clothing to suit conditions is at the discretion of campus management.

(c) Behaving respectfully and honorably, with no damage or misuse of facilities or equipment in any way, regarding the field trip as a learning experience, and completing all required work sheets, activities etc.

3.2 While ideally all students in a class should have access to the benefits of a field trip, an Educational Director or Campus Principal, in consultation with the Regional Team Leader, may deem it necessary to exclude a student if the student's past behaviour provided reasonable grounds to believe that the presence of that student on the field trip would be likely to present a risk to the safety of other students, staff and/or members of the public, or significant harm to the good name of the School. In this case, an alternate school-based program will be offered.

3.3 Where a field trip is not a mandatory component of a course syllabus, parents may choose, following communication with the Campus Administrator and Campus Principal, not to permit participation by their child in the field trip, in which case the School will provide appropriate alternative learning activities for the student.

3.4 Any parents/guardians or other community members assisting with a field trip must acknowledge their acceptance of this policy, the Transport Policy, and the following requirements:

(a) Driving safety is essential and all road rules are to be observed while transporting students, with sufficient breaks or driver changes on long trips to ensure student safety.

(b) The supervising teacher is in charge and their decisions and directions to students must be fully supported at all times.

(c) No stops or detours are to be made without the supervising teacher's permission.

#### 4. EXCLUSIONS

4.1 Leisure-based activities will not be approved. These include, but not limited to:

- (a) Horseback riding
- (b) Paintball / Laser games / Shooting
- (c) High-wires / Zip-lining
- (d) Whitewater rafting
- (e) Skiing
- (f) Quad / Motorbikes

#### 5. APPROVAL PROCEDURE

5.1 The Field Trip Application form is to be completed by the classroom teacher or organizer ("field trip coordinator") and submitted to the appropriate management level according to Table 1 in this policy for review and signature.

5.2 The Campus Principal and Campus Administrator (per Table 1 of this policy) then submits the Field Trip Application form to the Educational Director and Regional Team Leader or their delegate(s), who may determine the approval or refer the request to the National Leadership Team.

(a) Note: any field trips with a cost of more than \$50/student must be approved by the Educational Director, who will confirm with the National Leadership Team if necessary.

5.3 Taking into account the accompanying Risk Assessment (No. 900-043) the Regional Team Leader and their delegate(s) must make the decision regarding the request on the Field Trip Application Form. Where a field trip proposal is denied by any management level (per Table 1 of this policy), the reason must be noted on the form and the field trip coordinator notified.

5.4 The Educational Director or delegate will submit the field trip proposal to OneSchool for final approval using the webform provided in the OneSchool document: OS N.002.V01 Excursion Procedure.

5.5 It is the responsibility of the Regional Team Leader or their delegates to ensure that the Risk Management Planning form (No. 900-043) is completed and submitted for review well in advanced of the proposed field trip date.

5.6 In the case of a multi-campus field trip (including virtual field trips and activity days), the field trip coordinator must seek approval from the Educational Director and Regional Team Leader well in advance of the proposed field trip date, and ensure that all approvals are in place prior to proceeding with any final arrangements.

5.7 The determination of what constitutes a suitable time-frame between submission of the Field Trip Application form and Risk Management Planning form (No. 900-043), and the proposed date of the field trip is left to the discretion of the Educational Director. A basic checklist (Form No. 900-044) is provided as a modifiable template for Campus use as a support document.

5.8 With the exception of syllabus-specific field trips (i.e. Geography field studies), when approving field trips, consideration should be made in regards to the number of field trips a child and/or year group has and is likely to participate in over the course of the school year.

As a guide, students should participate in no more than four field trips per academic year (one/term).

*Also refer to:*

*Transport Policy No. 125002*

*Student Management Policy No. 850011*

*Form No. 900-043 Risk Management*

*Planning Form No. 900-044 Field Trip*

*Checklist (Modifiable) Form No. 900-079*

*Field Trip Application*

*Form No. 900-046 Field Trip Parental Consent*

*Form No. 900-080 Field Trip Owner/Driver Authorization (Private Vehicles)*

*OneSchool N.002.V01 Excursion Procedure*

# OneSchool Global Grading Policy

Authorization Date: 08/2024

OSG Document Code: POL\_NA\_TL\_Grading Policy\_v1.1

Region: North America

# Grading Policy

<b>OSG Document Code</b> POL_NA_TL_Grading Policy_v1.1	<b>Authorization Date</b> 08/01/2024	<b>Next Review Date</b> 08/2025
<b>Local Document Code</b> n/a	<b>Approval Authority</b> Global Leadership Team	<b>Document Author</b> Global Teaching and Learning Team
<b>Inquiries Contact:</b> support@na.oneschoolglobal.com	<b>Associated Documents</b> Provincial Grading and Assessment Guidelines Credit Recovery Policy	

## 1. INTRODUCTION

In support of OneSchool Global’s Learning to Learn framework, OSGNA’s grading policy emphasizes self-directed learning. A growth mindset is driven by recognizing the importance of these factors in fostering students' long-term success and development. The grading policy aims to empower students to take ownership of their education and become active participants in the learning process while supporting teachers in navigating students through the learning-to-learn process and developing a growth mindset.

The emphasis on a growth mindset and our Learning to Learn framework seeks to cultivate a positive and resilient attitude towards learning. It promotes the belief that knowledge, skills, and abilities can be developed through effort, perseverance, and effective learning strategies. This mindset encourages students to embrace challenges, learn from their mistakes, and persist in facing obstacles. By valuing the learning process over outcomes, the policy reinforces that mistakes and setbacks are valuable opportunities for growth and improvement. It fosters a classroom environment where students are motivated to take risks, engage in reflective practices, and continuously strive for personal and academic growth.

In addition to providing information on OSGNA’s general grading guidelines, this policy outlines guidance regarding assessments, reassessment opportunities, deadlines, and grade percentage charts.

## 2. GENERAL GRADING POLICY GUIDELINES

- 2.1 **Learning Categories:** The overall grades in each course will reflect the following four learning categories, each valued at 25%: a. Knowledge and Understanding b. Thinking and Inquiry c. Application d. Communication

**2.2 Grading Timeframe:** Grades must be entered into the grade book within a minimum of 2-5 school days unless the assignment is a larger project, report, or essay that requires additional grading time. In such cases, the extended grading time should be communicated to the students in advance.

**2.3 Minimum Grade:** To encourage student growth and provide an opportunity for improvement, the minimum grade that a task or assessment can receive in the grade book is 45% (F.) This ensures that a student receives the earned grade, an F, while also having a realistic opportunity for improvement, does not feel discouraged by extremely low grades, and can still work towards enhancing their understanding and performance.

**2.4 Overall Grade Threshold:** An overall grade reported for a quarter or course grade cannot be lower than 45%. This ensures that students' efforts are reflected fairly in their final grades, and that they can still have the realistic opportunity to demonstrate their understanding and skills throughout the course.

**2.5 Communication of Low Grades:** While low grades must be communicated promptly, it is understandable that grades can fluctuate at the start of each quarter, so parent contact should be made if the grade falls below 70% after three weeks into a quarter or after three to four assignments. If, after a reasonable start to the quarter, a student's overall grade in any course falls below 70%, it is mandatory for teachers to communicate specific details to the student, parents, Student Support Team Member, and the Campus Principal. This communication should aim to formulate an improvement plan that addresses the student's challenges and supports their academic progress.

**2.6 Credit Recovery:** Students that do not pass with a final course grade of at least 60% will be required to attend Credit Recovery in July of 2025. Please refer to the OSGNA Credit Recovery Policy [here](#).

**2.7 Provincial Grading and Assessment Guidelines:** Alberta, Manitoba, Quebec, and Saskatchewan have additional exam requirements that can be found [here](#). Quebec specific grading guidelines can be found [here](#).

### 3. ASSESSMENT OVERVIEW

3.1 Assessment is integral to the teaching and learning process, facilitating student learning and improving instruction, and can take various forms.

3.2 At OneSchool Global North America, we use a variety of assessments to measure student learning and growth. Two types of assessments are formative and summative assessments.

3.2.1 **Formative assessments** provide feedback to students and teachers on how well students are learning a subject and help them improve their understanding. These assessments can occur before, during, or after learning and are generally ungraded. They are designed to be low stakes, meaning they do not typically go into the grade book. Examples of a formative assessment include but are not limited to discussion posts, exit tickets, short notice quizzes, and/or verbal understanding checks.

3.2.2 **Summative assessments** evaluate student learning at the end of a specific unit or course.

Summative assessments can be extended cumulative assessments at the end of a major unit, quarter, or semester. Summative assessments are more substantial in nature, are intended to assess overall understanding of a major concept or topic, and generally include a grading checklist/rubric and/or a checklist of concepts and skills that will be assessed so students clearly understand how to be successful BEFORE they begin the task/assessment. Summative tasks/assessments are generally graded and used to determine a student's grade in a course. They are designed to be high stakes, meaning they carry significant weight in determining a student's final grade.

3.2.3 **Minimum grades per quarter:** Our policy requires a minimum of two major summative assessments per grading category per semester. Major summative assessments are generally cumulative at the end of a long-term unit, quarter, or semester. Other types of quality summative tasks/assessments for sub-units or major concepts can be counted as part of the coursework grade. This ensures that students have multiple opportunities to demonstrate their knowledge and skills with quality tasks/assessments and that their grades reflect their overall understanding of the material.

3.3 **End-of-Semester Assessments** are assessments given to grade 9 – 12 students at the end of a semester or course. The purpose of an End-of-Semester Assessment (culminating activity/summative assessment) is to evaluate student learning throughout a course. You can find the official EoS overview document in Canvas, but below are some key points to highlight:

3.3.1 It is designed by the course teacher that can take the form of a test or a project, depending on the subject. English, math, and science courses will have an exam based EoS. Other subject courses will have project based EoSs.

3.3.2 End-of-Semester assessments will account for 30% of the overall course grade for semester or full-year courses.

3.3.3 Re-assessments for End-of-Semester assessments are not permitted.

3.3.4

Course Evaluation Breakdown				
Coursework				End-of-Semester Assessments
70%				30%*
Knowledge & Understanding	Thinking & Inquiry	Communication	Application	
25%	25%	25%	25%	
*This will be a cumulative of all EOS assessment grades for the course. Please see section below regarding external exams and course grades.				

\*The assessment policy and course evaluation breakdown will apply to all secondary courses in grades 9 – 12. Grades 7 and 8 do not take EoSs.



## 4. DEADLINE

4.1 In alignment with our commitment to develop life and work-ready students, we have implemented a streamlined approach to deadlines that mirrors the expectations of the business and work world. **Beginning the 2024-2025 school year, each task or assessment will have a single final deadline,** eliminating the complexity of multiple due dates/deadlines and ensuring a more straightforward experience for both students and teachers. We believe this approach instills responsibility, accountability, and resilience, which are essential qualities for success in both the academic setting and the future workplace.

### 4.1.1 Deadline:

4.1.1.1 The deadline refers to the final designated time and date when a task/assessment is expected to be submitted.

4.1.1.2 Each task/assessment will have a single final deadline. The teacher will determine the submission deadline for a task, ensuring it is communicated clearly to students at the start of a task/assessment.

4.1.1.3 Timeframe may vary between a task being assigned and the deadline. Some tasks will have a deadline on the same day or the next, with some tasks having longer timelines before the deadline. Clear, written communication with the Assignment is critical for students to understand the expectations for a task deadline.

4.1.1.4 There must be an emphasis on teacher-check ins to provide feedback regarding progress and overall understanding throughout the learning progress on major summative tasks/assessments.

4.1.1.5 If a student fails to submit a task/assessment by the deadline, an automatic F will be assigned, triggering a necessary, and required, teacher-student conference. During this conference, the teacher will review the circumstances, learning needs, and the qualities of an OSG student. While the teacher has discretion in allowing an extension, this should be reserved for circumstances that are more extreme or situations where additional support/extended time would genuinely benefit the student's learning experience. Examples that may justify an extension include family emergencies or extended illness while examples that would not include hosting out-of-town visitors or traveling. This discernment is crucial to maintaining fairness and preparing students for the expectations they will face beyond the classroom.

4.1.1.4 For students on an IEP/504/SBIP that require extra time, the deadline must reflect the additional time allowance. For example, if a task is assigned to be completed in four days, a student that is allowed time and a half would have six days to complete the task, and the deadline for that student should reflect that in Canvas.

#### 4.1.2 **Late Submissions:**

4.1.2.1 Without significant extenuating circumstances, or pre-arrangement with the teacher, late submissions beyond the deadline will not be accepted.

4.1.2.2 Tasks/assessments that are not submitted will be recorded as an F, and the opportunity for reassessment is forfeited.

4.1.2.3 Unsubmitted assignments receiving an automatic F will impact a student's overall grade, which will impact the ability to participate in Enrichment Days for the following week.

4.1.3 **Incomplete Submissions** with minimal work that omit significant expectations and/or section(s) of work will be considered incomplete and treated as an unsubmitted task/assessment, which will receive an automatic F.

#### 4.1.4 **Exceptions and Extensions:**

4.1.4.1 Students may request an extension beyond the deadline in extenuating circumstances, such as severe illness, family emergencies, other significant events, or student support needs as documented in an IEP or 504.

4.1.4.2 The student is responsible for communicating with their subject teacher regarding any anticipated difficulties in meeting assignment deadlines. Extension requests should be submitted to the subject teacher as soon as possible, providing a detailed explanation and supporting documentation (examples include, but are not limited to, a formal parent letter, official medical documentation, IEP, 504/SBIP, etc.) Extension requests should be reserved for unique and extreme circumstances, like workplace expectations.

4.1.4.3 The subject teacher will review extension requests on a case-by-case basis and, if approved, establish a revised deadline. An adjustment to any deadline is at the discretion of the course teacher.

## 5. RETEACH/REASSESS

5.1 At OneSchool Global, we believe in allowing every student to succeed and grow academically. To foster a supportive and conducive learning environment, we have implemented a grading policy that allows for reassessments for scores below 85%. This policy is designed to encourage students to reflect upon their performance, identify areas for improvement, and work towards achieving mastery in their subjects.

5.2 The following guidelines outline the details of our reassessment policy:

5.2.1 **Eligibility for Reassessments:** a. Reassessments are available for summative assignments. b. Only scores below 85% are eligible for reassessment. Students who achieve an 85% or higher demonstrate mastery of the content being assessed and should not request or be granted a reassessment opportunity. c. When a student misses a deadline with no submission, the opportunity for reassessment is forfeited.

### 5.2.2 Reassessment Procedures:

5.2.2.1 Students must consult with their respective teachers within three school days after receiving the assessment grade.

5.2.2.2 Reassessments may vary in format and content but will cover the same concepts and learning objectives as the original assessment.

5.2.2.3 The maximum score a student can achieve through reassessment cannot be capped or limited.

5.2.3 **Grading and Record-keeping:** a. When a student completes a reassessment, the new score will replace the original score in the grade book. However, if the student is not successful in improving the score on the reassessment, the original assessment grade will stand. Reassessments are limited to one opportunity per summative assessment. b. Reassessment scores will not be averaged with the original scores.

### 5.2.4 Preparation Expectations for Reassessment:

5.2.4.1 For students who earn below 85% on the original assessment and make a formal request to their teacher for a reassessment opportunity, teachers may set a waiting period between the request for a reassessment and the actual reassessment to ensure adequate preparation and to prevent reassessment requests without meaningful improvement.

5.2.4.2 Teachers may require students to complete additional learning activities, such as reviewing assignments, watching previous class videos, completing corrections and study guides, or attending tutorial sessions to help them prepare for the reassessment. If a student that has requested a reassessment chooses not to complete the teacher-required activities for proper preparation, the student will lose the opportunity to reassess.

5.2.4.3 Corrections on the original assessment can occur as part of the learning and preparation process for reassessment opportunities. However, corrections are not allowed in place of a reassessment or for an improved grade on the original assessment. The only way to improve an assessment grade is to take a full reassessment.

5.2.4.4 The reassessment policy does not apply to End-of-Semester assessments. EoS assessment grades are final, and no reassessment opportunity will be provided.

5.2.5 **Student Responsibility:** a. Students are expected to take responsibility for their learning by actively engaging in the reassessment process, seeking guidance from their teachers, and preparing adequately for the reassessments. b. Students should adhere to the established deadlines and guidelines set by the teachers regarding reassessment requests and preparation.

### 5.2.6 Communication and Feedback:

5.2.6.1 The subject teacher will provide feedback to the student on their performance in the reassessment, highlighting areas of improvement and growth.

5.2.6.2 Students are encouraged to engage in dialogue with their teachers to better understand the subject matter and strategies for improvement.

5.3 By implementing this reassessment policy, we aim to promote a growth mindset, provide a fair opportunity for students to demonstrate their understanding, and encourage continuous improvement throughout their academic journey.

## 6. GRADING EQUIVALENCY CHART

6.1 To promote consistency in our grading system and ensure each letter grade aligns more uniformly with its respective percentage range, we have made an informed adjustment to our grading scale. This adjustment is intended to provide a clearer and more cohesive representation of student performance.

Starting in 2024-2025, the new percentage ranges for each letter grade will be as follows:

GRADING EQUIVALENCIES	LEVEL	0	1	2-	2	2+	3-	3	3+	4-	4
	%	45-59	60-69	70-72	73-77	78-79	80-82	83-87	88-89	90-92	93-100
	GPA	0.0	1.0	1.67	2.0	2.33	2.67	3.0	3.33	3.67	4.0
	LETTER GRADE	F	D	C-	C	C+	B-	B	B+	A-	A

6.2 Consistent grade ranges facilitate a more effective recovery process, promoting increased motivation, sustained effort, and enhanced growth potential. Students can better understand the steps needed to improve their performance and work towards achieving their academic goals.

6.3 Students that earn a failing grade, or that fail to submit a task/assessment, will receive a failing grade in the range of 45 – 59. This adjustment allows for students that fail to meet expectations to receive the earned grade of an “F,” while also being able to move forward towards realistic growth and maintain the potential for recoverability.

## VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
POL_NA_TL_Grading Policy		1.0	Initial Policy
POL_NA_TL_Grading Policy	08/2024	1.1	Removed due date, Updated deadline, Updated F range for grading scale

## Health & Safety Policy

### (Health Protocol)

<b>Policy Code</b> <i>GDL_NA_OP_Health &amp; Safety Policy.v1.1</i>	<b>Authorisation Date</b> <i>14/08/2020</i>	<b>Next Review Date</b> <i>August 14, 2027</i>
<b>Enquiries Contact:</b> <i>support@oneschoolglobal.com</i>	<b>Approval Authority</b> -	<b>Policy Author</b> <i>OneSchool Global EA Team</i>
<b>Associated Documents</b> -		

### PURPOSE

The purpose of this policy is to establish a framework for the OneSchool Regions and their related Campuses in association with OneSchool, to develop a Health & Safety policy for the protection of persons with a legal right to be on premises controlled or managed by the Education Trusts that own and conduct the School. These issues are impacted in addition to OneSchool's own guidelines by that of various Federal, State/Provincial and local requirements. It is the purpose of this policy to integrate all areas into a policy that ensures each Campus is in full compliance in every area.

### POLICY FRAMEWORK

OneSchool acknowledges that the dignity, safety and well-being of people are central to its activities and also recognizes that it is responsible and accountable for ensuring the health, safety and welfare of people who use the services and facilities of its schools. To meet these social, moral and legal obligations, OneSchool is committed to:

- Provide safe and healthy workplaces and working conditions that prevent injury and illness.
- Implement and Integrate OHS management into all existing and future OSG Schools.
- Assist and support each workplace to develop a strategic plan, and performance measures, to achieve the aims of this policy.
- Develop appropriate planning strategies to ensure that, the design and function of facilities at our workplaces, and plant hired, purchased, or leased for use at our workplaces, meets or exceeds the best occupational health and safety standards.

### POLICY CONTENT

OneSchool is committed to ensure the health, safety and welfare of all employees, students, and other persons who are legally present on school premises. OneSchool will develop within an appropriate time frame a structure and process, set responsibilities and performance measures, and maintain an appropriate occupational health and management system (OHSMS) for workplaces we control or manage to:

- Identify and assess all existing or foreseeable workplace hazards, then eliminate the hazard, or, develop strategies to control risks arising from a hazard that cannot be eliminated for practical reasons.

- Develop and maintain an appropriate workplace incident/injury reporting system that will provide OneSchool and the Campus with information to prevent future incidents and work related injury or illness.
- Conduct an investigation of all incidents, and circumstances that may expose any person to the risk of injury or illness, or result in injury or illness.
- Provide the resources, training, information, instruction, and levels of supervision required for all employees, student, and other persons covered by this policy to achieve the policy's objectives.
- Review or develop purchasing policies in relation to other goods, materials, and services purchased or provided to OneSchool workplaces that may affect the occupational health and safety of employees and/or other persons.

## DETAILS

- Employ and contract when necessary, the services of competent and skilled persons who are sufficiently trained, instructed and informed to meet their obligations under the policy.
- Encourage employees to report any suspected workplace hazard and suspected work related injury or illness affecting themselves or others at the earliest opportunity without prejudice to any employee.
- Provide for the welfare of our staff and students and for all injured employees prior to their return to work, in the development of their return to work plans, and in the rehabilitation process following their return to work.
- Support and value the human rights and cultural heritage of our employees, students, contractors, visitors, and volunteers. Cultural sensitivity is a requirement in all aspects of our activities.

OSG Schools will consult openly with employees and provide them with sufficient information to assist in the decision making process. The School will value and acknowledge the outcomes of this consultation. The School will establish appropriate levels of responsibility and accountability for our employees, consistent with their position within the organization.

OSG Schools will systematically identify and prioritize work activities that expose members of the Campus community to known or potential OH S hazards and risks so that appropriate safe work methods and practices are developed. Policies and procedures for managing hazards and risks are developed and implemented after hazard and risk identification and assessment in regards to OH S matters that are outside the authority of the school management, advice and action will be sought from OneSchool.

## EMPLOYEE/CONTRACTOR OBLIGATIONS

OneSchool Regions and their Campuses shall require all contractors, employees, students, visitors, and volunteers to comply with any direction, procedure or specific policy. All employees while at work, and irrespective of their positions shall;

- comply with their obligations under the policy

- take reasonable care to ensure the health, safety and welfare of themselves, students and any other person under their control or supervision while at work
- use in accordance with directions, all personal protective clothing or equipment (PPE) provided for their use, and report when PPE provided requires maintenance or replacement
- comply with any reasonable OH S instruction or direction by Educational Director, Campus Principal, Campus Administrator, Regional Management Team or other designated person
- comply with OH S policies, procedures and safe work practices developed to enable the management team to meet its OH S obligations
- contribute to the Campus meeting its OH S strategic plan and performance levels
- report and record all incidents or hazards that may cause injury or illness and any damage or maintenance requirements affecting the workplace, or plant used at work
- assist appropriately in Campus incident, injury and illness investigations
- participate in risk assessment and the development of hazard and risk control measures and strategies and provide feedback on the effectiveness of these measures
- attend and participate in relevant training or in-service seminars arranged by the Education Trust or OSG.
- engage openly with the employer in any consultation in OH S issues, or information brought to their attention to assist the employer meet their obligations

The Regional or Campus management, within the scope of its authority, will only contract and/or employ trades people who agree to comply with OH S obligations as determined by this policy.

#### **CONTACT PERSON**

The person responsible for the implementation of this policy is the Campus or Campus Administrator who is responsible for Occupational Health and Safety compliance at the Campus.

#### **POLICY REVIEW**

The policy shall be reviewed periodically, or in the event of any information, incident, injury, or illness that would demonstrate the need for review, or resulting from any legislative or organizational change that would warrant a review.

## Medical Records & Treatment Policy

*(Health Protocol)*

<b>Policy Code</b> <i>POL_NA_OP_Medical Records &amp; Treatment Policy v1.1</i>	<b>Authorisation Date</b> <i>19/08/2020</i>	<b>Next Review Date</b> <i>August 19, 2027</i>
<b>Enquiries Contact:</b> <i>support@oneschoolglobal.com</i>	<b>Approval Authority</b> -	<b>Policy Author</b> <i>OneSchool Global EA Team</i>
<b>Associated Documents</b> -		

### DETAILS

#### Medical Records

The School will retain student medical records in a confidential manner and in accordance with all applicable privacy and/or confidentiality laws.

Parents/guardians are responsible to immunize their children in accordance with any applicable local, State, or Provincial law. Documentation must be provided to the School upon enrollment.

Parents/guardians are required to notify the School of any serious medical condition that may require special care or medication during the School day such as:

- anaphylactic conditions such as allergies to peanuts, bee stings, etc.
- medical conditions such as asthma, diabetes, etc.
- recent serious injuries or operations.

A medical certificate is required in order to allow a student exemption from mandatory Physical Education classes.

#### Administration of Medication

A Consent to Administer Medication Form must be signed by parents/guardians, and family doctor where required by law, before any medicine can be administered by the School.

All students must assume the responsibility of going to the office for the medication.

*The School has the final decision-making authority with respect to the administration of medications, and to reject requests for administration medications in accordance with applicable local, State or Provincial law.*



**Illness or Emergency Treatment**

The safety and welfare of students, staff, parents/guardians and visitors is of prime importance at the School. Where accidents, injury and sickness occur the appropriate emergency procedures must be followed to ensure such events are handled appropriately. It is the parents/guardians responsibility to seek follow-up medical attention.

In emergencies or in serious situations, staff at the School will use their discretion to seek assistance from emergency services before parents/guardians are notified.

Where an injury occurs that prevents a student from participating in mandatory Physical Education classes, this must be supported by a medical certificate. In addition, any student recovering from an injury will require a note authorizing the School Administration to allow them to participate again.

Students should remain at home if unwell, and the School notified before school starts. The School recognizes government recommendations which are applicable to both cases of, and the contact with, infectious diseases. Consult your physician or refer to guidance such as [www.cdc.gov/healthyyouth/infectious/](http://www.cdc.gov/healthyyouth/infectious/)

**Related Documents:**

Form No. 900-011 Student Medical Record

Form No. 900-051 Consent to

Administer Medication Form No.

900-052 School Medication Register

# Student Discipline Policy

Authorization Date: 02/2024

OSG Document Code: POL\_OSG\_ED\_Student Discipline Policy\_V1.0

Region: North America

# Student Discipline Policy

<b>OSG Document Code</b> POL_OSG_ED_Student Discipline Policy_V1.0	<b>Authorisation Date</b> 02/2024	<b>Next Review Date</b> 02/2025
<b>Policy Author</b> Matthew Phillips, Global Head of Education	<b>Reviewed by:</b> Stephen Fooks and Mark McAlpin, Global Managing Directors	<b>Endorsed by:</b> OneSchool Global Board on 02/06/24
		<b>Approved by:</b> OneSchool Global <b>XX</b> Board on <b>XX</b>
<b>Local Document Code</b> (not applicable)	<b>Associated Documents</b> <a href="#">Formal Reflection Notice</a> , <a href="#">Positive Behaviour Plan</a> , <a href="#">Responsible Behaviour Report</a> <a href="#">Serious Breaches Policy</a> , <a href="#">Serious Breaches Policy Appendices</a> <a href="#">Student Search Policy</a> <a href="#">Anti-bullying Policy</a> <a href="#">ICT Abuse – Behaviour Management Policy</a> <a href="#">Enrolment application form</a> <a href="#">Ethos, values and guiding principles</a> Parent-Student Handbook Whistle blowing Policy <a href="#">Awards Policy</a> <a href="#">Zoom Policy</a>	
<b>Enquiries Contact:</b> support@na.oneschoolglobal.com		

## 1. INTRODUCTION

1.1 OneSchool Global was founded on the principle that:

*1.1.1 Student obedience, respect and discipline will be of the highest standard, towards the staff, Campus Administrators, and fellow students.*

*1.1.2 The principal responsibility for student discipline rests with the parents, and OneSchool Global will not depart from that principle.*

The OSG Parent Persona states: 'A quality OSG Parent is committed to the school – has respect for the school and takes absolute responsibility for the enrolment and self-discipline of their child.'

1.2 High standards of student discipline are expected and continuously developed by staff. These standards are built on the foundations of strong connections, trust and respect between staff and students.

1.3 The behavior we walk past is the behavior we accept. It must never be the case that undesirable behavior goes unchallenged. It's about how the conversation with the student(s) is managed, not about whether to have the conversation.

1.4 In cases of "Major Extreme" or "Severe" misbehaviors as set out in this policy, the Serious Breaches Policy is invoked.

## 2. PURPOSE

2.1 This policy is intended as an internal document to provide the framework for managing student discipline, to create an environment that expects and reinforces outstanding self-discipline and defines acceptable standards of behavior.

2.2 All members of the Campus community are accountable for student discipline and positive behaviors. This policy applies to all staff members, volunteers, Campus Administrators (CA), Campus Board (CB), regional leadership, current and prospective students.

2.3 This policy applies to all students while participating in school activities, whether on school grounds or outside the school, including on school provided transport and use of school provided digital technology.

### 3. DEFINITIONS

<b>RMD</b>	Regional Managing Director
<b>RTL</b>	Regional Team Leader – a member of regional governance who provides guidance and advice to the CA and CB
<b>RDE</b>	Regional Director of Education – The most senior educationalist in the region.
<b>RP</b>	Regional Principal – Regional educational leader, holding Campus Principals to account for correct implementation of OSG Policy, frameworks and high performance.
<b>DP</b>	District Principal - Educational leader responsible for holding a group of Campus Principals to account for correct implementation of OSG policy, frameworks and high performance.
<b>CA</b>	Campus Administrator – Campus governance team.
<b>CB</b>	Campus Board Member – extended Campus governance team.
<b>CP</b>	Campus Principal - responsible and accountable for leadership of the Campus and for implementing all policy, framework and performance expectations correctly.
<b>Self-discipline</b>	The ability you have to control and motivate yourself, stay on track and do what is right.
<b>Restorative Practice Approach</b>	A Restorative Practice approach to managing behavior recognizes that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.
<b>Restorative conversation</b>	Support the repair of relationships to avoid a recurrence of wrongdoing between an adult and a student, or between students, facilitated by an adult. Asks questions about who was affected, how they were affected and how a recurrence can be prevented.
<b>Formal Restorative conference</b>	A formal meeting, facilitated by a member of senior staff, in which victims, perpetrators, family and often Campus CAs/CB discuss the consequences of wrongdoing and decide how best to repair the harm.

<b>Bullying</b>	<p>Bullying is a behavior which is:</p> <p>Deliberate, hurtful, repeated, targeted (at an individual or small group).</p> <p>Bullying can take a number of forms: Physical, verbal, indirect or emotional, online and face to face.</p>
<b>MIS/SIS</b>	Management Information System / School Information System – the student records database.

## 4. STUDENT EXPECTATIONS

4.1 1. Student expectations are based on the OSG Student Persona:

- 4.1.1 **Lives the Values** – Committed to displaying integrity and care & compassion, is respectful of others and takes responsibility for their actions.
- 4.1.2 **Is Self-Directed** – Understands the Learning to Learn Framework and is driven by personal goals, initiative and self-discipline to grow and achieve.
- 4.1.3 **Is a Team Player** – Builds strong connections with educators, on foundations of trust and respect. Is collaborative and supportive of others in achieving common goals.
- 4.1.4 **Is Diligent** – Committed to excellence, hard work and timeliness in all responsibilities and tasks.
- 4.1.5 **Is a Problem Solver** – Seeking innovative, creative and effective solutions to challenges and obstacles.
- 4.1.6 **Takes Ownership** – Wears school uniform with respect, manages distractions maturely, and makes good decisions about behavior and attitude.
- 4.1.7 **Has a Positive Attitude** – Applies constructive thinking and has a positive approach to school.

## 5. APPLICATION OF REWARDS AND CONSEQUENCES

5.1 Rewards and consequences are part of real life. They are both effective tools in managing student behavior.

5.2 Our Campus culture must be rich with praise. For praise to sanction ratios to be healthy they should exceed 5:1. Praise takes numerous effective forms which include:

- 5.2.1 Verbal praise
- 5.2.2 Positive feedback on assignment submissions
- 5.2.3 Specific positives reinforced in discussions when House Points are awarded
- 5.2.4 Special mention in class or in assembly: sharing achievements
- 5.2.5 Regular written and oral communication with parents, about positive behavior and valuable contributions to the life of the Campus

5.2.6 Exhibiting good work

5.2.7 Referral to the Campus Principal or Lead CA for commendation

5.2.8 Using stars/smiley faces on charts, books etc. (as age appropriate)

5.3 The 'OneSchool Awards' Policy guides use of Awards.

## 6. RESTORATIVE PRACTICE APPROACH

6.1 At OneSchool Global, staff will not shout at students as part of administering discipline.

6.2 Students are expected to show respect for the instructions and expectations of adults in school at all times.

6.3 A Restorative Practice approach to managing behavior recognizes that misconduct harms people and relationships and that those involved in the problem also need to be involved in finding a solution.

6.4 A Restorative Practice approach does not mean there is no consequence. Consequences are given at OneSchool Global in line with the Restorative Consequences in section 7.15.

### 6.5 Fair Process

6.5.1 When dealing with a conflict situation, adults in school will deal with it in a fair way. This means:

<b>Engagement</b>	An un-prejudiced review of all facts including all affected parties must take place before any conclusions are made.
<b>Explanation</b>	Everyone involved and affected will understand why final decisions are made as they are.
<b>Expectation</b>	Once decisions are made new behaviors/expectations are clearly stated so that individuals understand consequences for the future.

## 7. RESTORATIVE CONSEQUENCES

7.1 It is important that where unacceptable behavior occurs, we know what is not tolerable, and what steps we will take.

7.2 We use consistent framework of restorative consequences to instil student discipline. The same framework is applied to Primary and Secondary students.

7.3 The framework applies to two main areas:

7.3.1 **Disruption of learning** - generally behavior that disrupts the learning of themselves or others.

7.3.2 **Behavior Incidents** - where a student is involved in a single or on-going series of behaviors such as bullying, aggression, breaking school rules or non-cooperation with staff.

- 7.4 The framework will be displayed in all student areas and shared with parents, along with an explanation of restorative behavior management.
- 7.5 Restorative consequences escalate depending upon the seriousness of a student's behavior, ranging from 'Minor' to 'Severe'.
- 7.6 Certain Restorative Consequences are specifically stated, such as an after-school detention or Restorative Meeting. Where not specifically stated, restorative consequences will be agreed between teacher or Campus Principal and students and must be related to correcting the undesirable behavior.
- 7.7 The duration of time for restorative consequences is provided. This time must be taken as agreed between teacher and student.
- 7.7.1 A Restorative Consequence may be completed in students' own time, during social times of the school day or in an after-school detention, where stated in the framework.
- 7.7.2 Examples of Restorative Consequences are:
- 7.7.2.1 Preparing a school assembly on a topic connected to the matter.
  - 7.7.2.2 Supporting with repair to damaged property / Campus improvements (only ever where safe to do so).
  - 7.7.2.3 Leading an initiative in school such as an 'awareness display'
  - 7.7.2.4 Completing a reflective task, to consider the implications and lessons learned from the behavior.
  - 7.7.2.5 Completing subject assignments to the standard required / Catching up on Assignment work / Completing additional assignment work.
- 7.7.3 Restorative Consequences to correct undesirable behavior must pass the following test:
- 7.7.3.1 Is it reasonable, fair, and logical?
  - 7.7.3.2 Is the consequence related to the behavior?
  - 7.7.3.3 Does it keep dignity and respect intact?
  - 7.7.3.4 Does the student learn from it?
- 7.8 Every situation must be looked at on its own merits and there is a certain latitude in terms of how a situation is regarded - no two cases are the same. Things to consider must include:
- 7.8.1 Premeditated/non-meditated
  - 7.8.2 Nature and extent of the offending
  - 7.8.3 Background circumstances – both individuals and the incident
  - 7.8.4 Whether the student has additional needs that are known to the Campus
- 7.9 The Campus Principal and Campus Administrator will use their discretion if they deem that restorative consequences must fall outside of the recommended steps. In such cases, advice must be taken from the Regional Principal.

7.10 Any consequence requiring suspension, or permanent exclusion, is at the discretion of the CP, CA, CB and RP and the Serious Breaches Policy will be followed.

7.11 Failure of a student to adhere to the framework of restorative consequences will trigger an escalation in the level of severity of disciplinary action and may invoke the Serious Breaches Policy.

7.12 Travel distance is not a reason to excuse a student from an after-school detention. Parents will need to make arrangements for collecting students who are issued with an after-school detention.

7.13 In some cases, particularly those involving Major or Extreme offending, it may be necessary to suspend the student while investigations are undertaken.

7.14 Misuse of IT equipment or platforms must always be dealt with via the Student ICT Misuse Behavior Management Policy and recorded on the MIS.

**7.15 Table of Restorative Consequences:**

Category	Example Behaviors (not a definitive list)	Consequence/ Possible Intervention	Responsibility
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Off task.</li> <li>• Screens off.</li> <li>• Misuse of study.</li> <li>• Not productive.</li> <li>• Distracting others.</li> <li>• Repeatedly out of seat.</li> <li>• Late to class.</li> <li>• Disrupting learning first time.</li> <li>• Disrupting recreational time.</li> </ul>	<p><b>Step 1 - Alerting the student.</b></p> <p><b>Verbal or non-verbal reminder of desired behavior e.g.</b></p> <ul style="list-style-type: none"> <li>○ Re-direction to on-task behavior</li> <li>○ A 'look' from teacher to student</li> <li>○ Cue by name, gentle tap on the table.</li> <li>○ Last chance and 2 minutes take up time for student.</li> <li>○ Quick catch up with student, restorative conversation to address the underlying cause.</li> <li>○ Positive language "well done students who are looking this way."</li> </ul> <p><b>Learning to be caught up if late to class/or learning time has been missed.</b></p> <p>Not recorded in the MIS</p>	Teacher
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Repeat of minor behaviors</li> <li>• Minor misuse of equipment.</li> <li>• Littering.</li> <li>• Transport policy breach: Misbehaviour on school bus</li> </ul>	<p><b>Step 2 - Restatement and rule reminder</b></p> <ul style="list-style-type: none"> <li>○ Verbal or non-verbal reminder of desired behavior- offer take up time for student.</li> <li>○ Reminder that consequences will escalate if there is a repeat of the behavior.</li> </ul>	Teacher



	<ul style="list-style-type: none"> <li>• Uniform policy breach: incorrect uniform, shirts not tucked in, no hat.</li> <li>• Excluding peers – first time.</li> <li>• Disrespectful language - low level inappropriate talk</li> <li>• Abusing Enrichment Day privilege**</li> </ul>	<ul style="list-style-type: none"> <li>○ Move student to a re-focus seat within the Learning Centre or transport if disrupting and (driver to report behavior to CP).</li> </ul> <p><b>Teacher will escalate quickly from Step 2 to Step 3.</b></p> <p><b>Step 3 - Individual reinforcement strategies</b></p> <ul style="list-style-type: none"> <li>○ Restorative conversation with teacher and student(s) in the moment, during break/lunch: Behavior goals agreed and regular check-ins to 'catch them being good' and:</li> <li>○ 30-minute consequence*; (consequence that will change the behavior) and:</li> <li>○ Parent informed; and:</li> <li>○ Negative incident recorded in MIS</li> </ul> <p>**3-week loss of privilege (for abuse of enrichment day first offence)</p>	
<p><b>Major</b></p>	<ul style="list-style-type: none"> <li>• Repeat of moderate behaviors</li> <li>• Disrespect for authority/ persistent refusal to follow instructions.</li> <li>• Persistent disruption of learning.</li> <li>• Bullying including persistent mean on purpose behavior or excluding behavior – online and in person.</li> <li>• Negligent behavior-damage to property</li> <li>• Bad language/ swearing.</li> <li>• Missing Zoom lesson / lesson without approved absence.</li> <li>• Not upholding the student interaction policy</li> </ul>	<p><b>Step 4 - Reflection period</b></p> <ul style="list-style-type: none"> <li>○ Removal from the situation and:</li> <li>○ Restorative conference with Campus Principal/Senior Teacher where student completes a <b>Formal Reflection Notice</b> before student returns to class/LC/yard - aims to restore relationships/values and behaviors. Teacher or peers join as needed and:</li> <li>○ 60-minute restorative consequence* agreed, linked to behaviors and:</li> <li>○ Conversation with parent.</li> <li>○ Student placed on a <b>Responsible Behavior Report</b> for 5 days.</li> <li>○ Student placed on Level 1 and Formal Reflection Notice is uploaded to MIS.</li> </ul>	<p>Campus Principal</p> <p>Senior Teacher</p>

	<ul style="list-style-type: none"> <li>Prohibited digital items in school or on transport (phone, smart-watch, USB, Digital cameras or any home IT device etc).**</li> </ul>	<p><i>*Consequence examples- lunchtime detention, service to mend damage property, family to pay for damage of property, leading an assembly or Campus display,</i></p> <p><i>**2-week confiscation of prohibited items (no exceptions), parent to collect from Campus Principal</i></p>	
<b>Major repeated</b>	<ul style="list-style-type: none"> <li>Repeat of major behaviors</li> </ul>	<p><b>Step 5 - Positive Behavior Agreements</b></p> <ul style="list-style-type: none"> <li>Internal stand-down (suspension) from class, lunch, and social time for at least 1 day and:</li> <li>Student continues on <b>Responsible Behavior Report</b> for 10 days in subject/s of concern and:</li> <li>Restorative conference: Meeting with 'offenders' and 'victims' (if required) and:</li> <li>Parent informed and invited to a meeting with Campus Principal and:</li> <li>60 minute after-school detention plus a 60-minute restorative consequence* (linked to behavior) starting in the detention and:</li> <li><b>Positive Behavior Plan</b> may be started</li> <li>Student moves to Level 2 in MIS</li> </ul> <p>Follow-up meeting with parents within a 1–2-week period (which may be on Zoom).</p>	Campus Principal
<b>Major extreme</b>	<ul style="list-style-type: none"> <li>Aggression to peers; including serious incidents of verbal or physical abuse.</li> <li>Bringing the school into disrepute.</li> </ul>	<p><b>Step 6 - Suspension</b></p> <ul style="list-style-type: none"> <li>Internal or External suspension period with duration depending on severity of infringement. Final decision is at the discretion of the CP, CA, CB and RP.</li> </ul>	<p>CP, CA, CB, RP.</p> <p>RDE/RTL/RMD advice taken.</p>

	<ul style="list-style-type: none"> <li>• Setting a dangerous or harmful example</li> <li>• Dangerous behavior.</li> <li>• Serious and persistent victimisation/bullying causing harm.</li> <li>• Dishonesty/theft</li> <li>• Disrespect for authority- persistent refusal to follow instructions, repeat non-compliance, defiance, back chatting, racism.</li> <li>• Swearing/offensive language</li> <li>• Verbal abuse to staff</li> <li>• Damage to school property/ vandalism</li> <li>• Persistence in breaching the ethos, values, and guiding principles of the school.</li> </ul>	<p>Permanently on school record and:</p> <ul style="list-style-type: none"> <li>○ The 'Serious Breaches Policy' is invoked and:</li> <li>○ Restorative conference with 'offenders' and 'victims', led by the Campus Principal and:</li> <li>○ Restorative conference, with Campus Principal, Campus Administrator, Campus Board, Regional Principal***, student and parents. Follow-up meeting within 1-2 weeks and:</li> <li>○ Family to pay all costs for any property damage/vandalism and:</li> <li>○ Student moves to Level 3 in MIS</li> </ul> <p>*** <i>Regional Principal may join on Zoom</i></p>	
<p><b>Severe</b></p>	<ul style="list-style-type: none"> <li>- Repeat of the Major and major extreme behavior</li> <li>- Consistently and deliberately failing to comply with reasonable directions.</li> <li>- Behavior which is offensive or dangerous to others</li> <li>- Bringing prohibited items into school e.g., weapons, alcohol, tobacco, vapes or any form of drug.</li> <li>- Extreme cases of major extreme behavior</li> </ul> <p>Consistently interferes with the educational opportunities of others.</p>	<p><b>Step 7 - Major Disciplinary Action Serious Breaches Policy is invoked.</b></p> <p>RTL, RMD and RP kept informed of any serious breach of behavior.</p> <p>Final decision is at the discretion of the CP, CA, CB and RP.</p> <p>Action may include:</p> <ul style="list-style-type: none"> <li>○ Formal out of school suspension with CP/CB/RP/Regional Management Team review of re-entry.</li> <li>○ Negotiated transfer to another Campus.</li> <li>○ Parents asked immediately to come and pick student up.</li> <li>○ Expulsion of student.</li> </ul> <p>Student moves to Level 4 in MIS</p>	<p>CP, CA and CB</p> <p>RP, RTL and RMD advice taken.</p>

\*A Restorative Consequence is linked to the type of misbehavior, e.g., Campus tidying and may be completed in students' own time, or during social times of the school day.

\*\*Refer to IT Misuse Behavior Management Policy

## 8. RECORD KEEPING AND ANALYSIS

8.1 Where required, the teacher issuing the consequence will record details in CPOMS.

8.1.1 Category of behavior (Moderate, Major, Major Repeated, Major Extreme or Severe)

8.1.2 Precise description of undesirable behavior, and details of the incident.

8.1.3 Description of all consequences.

8.2 The Campus Principal is responsible for elevating the 'Level' of student behavior on the MIS through levels 1, 2 and 3 when a student's behavior escalates from 'Major' through each stage to 'Severe'.

8.3 The Campus is required to maintain a register of serious misbehavior incidents and sanctions even if it has no entries. This must include every incident in the categories Major to Severe.

8.4 A Campus Behavior Report will be provided to CAs and CB on a monthly basis and shared to the District Principal (DP) and Regional Principal (RP). The report will show:

8.4.1 Number of behavior incidents by year group - for categories Moderate through to Severe. Most recent three months.

8.4.2 Top 10 students by number of behavior incidents – showing number in each category. Most recent three months.

8.4.3 Students at Level 1, 2 and 3.

8.4.4 Previous interventions to improve students' behavior, and the impact upon number of incidents over time.

8.4.5 New actions and interventions.

## 9. SUSPENSION AND PERMANENT EXCLUSION

9.1 Suspension and permanent exclusion must follow the Serious Breaches Policy.

## 10. CHILD PROTECTION

10.1 Where behavior gives cause to suspect that a child is suffering, or likely to suffer significant harm, the NA Child Protection Policy will be followed.

10.2 Where a consequence is deemed inappropriate due to factors known to the Child Protection team, an alternative consequence will be agreed by the Campus panel.

## 11. RESPONSIBLE BEHAVIOR REPORT AND POSITIVE BEHAVIOR PLAN

11.1 A **Responsible Behavior Report** (appendix 2) enables behavior and self-discipline to be closely monitored and improvements recognized. Goals are set for the week and each teacher reports back on those goals at the end of a lesson or study period. Parents and the

Campus Principal see the report daily and sign it. The duration of the report will be extended at the discretion of the Campus Principal.

11.2 A **Positive Behavior Plan** (appendix 3) sets out goals, strategies that staff will use with the students to support improvement in their behavior, and actions required of the student, all across a period of 1-4 weeks. Reviewed no longer than every 4 weeks. It will be written by the team around the student, led by the Campus Principal or designated senior staff member/teacher, signed by the student and parents, and shared to all teachers of the student.

## 12. PARENT COMMUNICATION

12.1 It is very important that parents have the information needed to support their child's learning and co-operate with the school. At the Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful. Parents highly appreciate being 'kept in the loop'.

12.2 The Campus will inform parents at the earliest opportunity if there are any concerns about their child's behavior or welfare, and certainly on the same day as the concern arises. If parents have concerns, they must make these known to the form tutor or the CP.

12.3 Parents must always be informed about escalation of behavior from 'Moderate' onwards, and detentions of any kind, even if they take place during the school day.

12.4 If a student receives a consequence at 'Major Repeated' or above, parents will be invited into school to discuss and agree the way forward.

12.5 The Campus will ensure that parents receive a copy of the Student Discipline Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle. A copy of this Policy will be placed on the website.

12.6 In cases where parents are aggrieved by actions taken by the Campus, the OSG North America Complaints Policy must be invoked. Management of such complaints, whether informal or formal, will be undertaken by a group not associated with the initial decision.

12.7 For events warranting suspension or exclusion, refer to the Serious Breaches Policy.

## 13. VERSION CONTROL

Document Code	Date	Version No.	Nature of Change
POL_OSG_ED_Student Discipline Policy_V1.0	1/02/2024	1.0	Policy Created

## Board Governance

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The Board of Aurora Learning Foundation Inc. - Edmonton is respectful of the legislative authority granted it as a not-for-profit educational organization and is committed, through its membership, structure, and processes, to advance the school's mission, vision, and long-term viability. The Board accepts responsibility for all aspects of the organization, including overseeing its operations and holding the Campus Principal accountable for delivering on the mission of the organization. Further, the board recognizes its unwavering obligation to make decisions that are in the organization's best interests.

The Board recognizes that it holds the responsibility for appropriate fiscal management by ensuring (1) that short and long-term financial jeopardy is avoided, (2) that budget-planning assumptions are established, (3) that expenditures from reserve funds are pre-approved as are transfers between operating reserves, capital reserves and committed operating surplus, and (4) that financial and accounting best practices are adhered to. At the same time, the Board recognizes that it must also engage effectively in strategic decision-making and generative governance practices to achieve its desired organizational outcomes.

The board, as a corporate entity, and each of the board directors, recognizes and is committed to a *duty of care* to the organization (that is, acting with the competence and diligence that a reasonably prudent person with similar knowledge and expertise would exercise in comparable situations) and to a *duty of loyalty* (that is, acting honestly and in good faith in the best interests of the organization).

The Board acknowledges and supports that the employer relationship with employees, volunteers, delegates, students, and third-party service providers is founded upon trust and commitment to the Board's mission and activities. Individual members must therefore remain cognizant of the fundamental board principles outlined above, in particular, those of neutrality and impartiality. Individuals must refrain from undertaking any activities that are perceived to be or are in **conflict of interest** with the governing body's mission or activities.

Recognizing that good governance is the key to the success of the school operation, the Board consistently endeavors to govern through policy leadership, which includes not only governance policy development and approval but also the ongoing monitoring and evaluation of policy implementation, thus supporting the Board's efforts in ensuring the sustainability and continuing growth of the school.

## Board Governance

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### Definitions

- a) **Annual General Meeting (AGM)** - means the Annual General Meeting of the society or not-for-profit company;
- b) **Board** - means the board chair and board of directors, acting together as a corporate body, according to the bylaws of the organization, whose role is to provide governance leadership and to assure optimal outcomes for the learners and the communities they serve;
- c) **Bylaws** – means, in these procedures, the fundamental governing rules and regulations of the organization, as established under the *Societies Act* or through its registration as a non-profit company under Part 9 of the *Companies Act* or under the provisions of a special Act of the legislature. The bylaws state how the society is to be governed and how the powers of the society/not for profit are to be exercised;
- d) **Campus Principal** – means an individual that is employed by the board and authorized to provide overall administrative and operational leadership for the organization;
- e) **Conflict of Interest** - means, in these administrative procedures, any situation in which a board member is in a position, either real or perceived, to exercise significant influence over another and to derive unwarranted benefit from actions made in their official capacity;
- f) **Director** - means an individual member of the Board, appointed/elected at an Annual General Meeting in accordance with the terms set out in the society or not-for-profit company bylaws, whose role is to assist with the governance functions of the organization;
- g) **Governance** - means the process by which the organization assures outcomes and includes the actions undertaken by the board to establish and implement policy;
- h) **Generative Leadership in governance** - means consideration of the underlying meaning or long-term implications of an issue. In its generative mode, the Board's central purpose is to be a source of leadership for the organization by discerning challenges and opportunities; and probing assumptions, logic and the values behind strategies;
- i) **Fiduciary Leadership in governance** - means the exercise of legal responsibilities of oversight and stewardship including the responsible allocation and management of financial resources;
- j) **Parent** - means, for the purpose of this Procedure, any individual who meets the definition as set out in the *Education Act* S.1(2);
- k) **Professional Competence** – means the professional practices of a teacher and/or teacher leader which are consistent with the professional practice standards required of teaching professionals in Alberta;
- l) **Representative of the board** - means, in these procedures, an individual that may be identified and authorized from time to time by the Board to carry out specific functions related to certain matters (reviews, investigations, etc.) not delegated to the school administration;
- m) **School Community** – means the parents, students, staff, board members and others most invested in the success and well-being of the school;

- n) **Secretary-Treasurer** – means, in these administrative procedures, a qualified individual, appointed by the board and authorized to carry out functions related to financial planning, reporting and accountability;
- o) **Stakeholders** - means representatives, students, parents, community members, partnering organizations or others who share a common interest in the organization;
- p) **Strategic Leadership in Governance** - means decision-making about resources, programs and services for education to reflect longstanding priorities and emerging trends and issues;
- q) **Teacher** – means, in these procedures, an individual who is authorized, by an Alberta Teaching Certificate or letter of authority, to teach in an accredited private school;
- r) **Teacher-leader** – means, in these procedures, an individual that holds a Leadership Certificate and has authority to work as a Principal in an Alberta accredited private school; and
- s) **Unprofessional Conduct** – means conduct of a teacher or teacher leader that is inconsistent with the professional conduct requirements set out in the Certification of Teachers and Teacher Leaders Regulation and not in keeping with the interests of students, the public, teachers or teacher leaders.

## Procedures

Good governance is recognized as a critical function of student success and organizational goal achievement. Not-for-profit independent school boards must meet legal and fiscal accountability requirements and must also ensure the sustainability and continuing development of the schools and students they serve. A Board aspiring to “best practices” in governance attends to matters across a range of fiduciary leadership, strategic leadership and generative leadership priorities, consistent with those identified below. <sup>1</sup>

### Regarding Fiduciary Leadership, the Board shall:

1. Operate according to the respective bylaws of the organization as approved or amended annually at the AGMs and in accordance with the *Societies Act*, *Companies Act* (s.9) or other legislated authority.
  2. Engage in the management of the business and affairs of the society/non-profit company, and the operation of the society/non-profit company, while exercising its powers and duties in compliance with the bylaws of the organization, the *Societies Act/the Companies Act*, the *Education Act* and all other applicable laws of Alberta and Canada.
  3. Ensure that the Board membership, the roles and specific duties of the chair and directors and the procedures for meetings of the Board are consistent with the applicable sections of the society/company bylaws.
  4. Appoint a secretary and treasurer or secretary-treasurer who is not the chair/president of the board.
  5. Ensure, through board authorization, the appointment of an individual to act as the principal of the school, where the individual is appropriately qualified under the *Certification of Teachers and Teacher Leaders Regulation* and where the individual
-



may not be the operator of the school or a voting member of the board of directors of the Society/not for profit Company operating the school.

6. Ensure that persons employed in the school as teachers or as teacher leaders meet the requirements for certification as identified in the *Certification of Teachers and Teacher Leaders Regulation*.
7. Appoint as auditor a professional accounting firm registered under the *Chartered Professional Accountants Act* and authorized to perform an audit engagement. ECS operators receiving grants of less than \$250,000 are exempt from audit requirements.
8. Annually approve and submit in the form prescribed and by the appropriate date, a(n):
  - Budget;
  - Audited Financial Statement;
  - Education Plan; and
  - Education Results Report

Identify and establish procedures for managing organizational risks (health and safety, cyber security, financial, legal, reputational):

- Establish, keep in force and periodically review liability insurance and fidelity bond protection to ensure alignment with *Early Childhood Services Regulation* and/or *Private Schools Regulation (AR 126/2022 and AR 127/2022)*;
  - Establish a protocol aligned with the *Public Interest Disclosure (Whistleblower Protection) Act* to facilitate the disclosure and investigation of significant and serious matters that employees believe to be unlawful, dangerous or injurious to the public interest; and
  - Ensure that the organization's duty to disclose information under section 32 of the *Public Interest Disclosure Act* is undertaken when/if necessary and reported as a disclosure in the school's Annual Education Results Report.
9. Ensure that policies are in place to address the specific requirements of the *Education Act*, including:
    - Providing for a welcome, caring, respectful and safe learning environment (*Education Act* 33(1)d) which addresses bullying behaviour 33(2) and contains a *code of conduct* 33(3);
    - Supporting student organizations 35.1(1) to 35.1(5); and
    - Establishing a process for appeal of organizational decisions to the board (42)(1) to 42(2) and 42(4) to 42(8);
    - Ensuring adherence to *Education Act* s.218 (Duty to Report) regarding the board's requirement to report to the Minister the suspension, termination, resignation or retirement from employment of a teacher where the suspension, termination, resignation or retirement results from conduct that brings into question the suitability of a teacher to hold a certificate of qualification as a teacher.
  10. Ensure that policies and/or procedures are in place to address the specific requirements of Alberta Regulations and policies, including the *Private Schools Regulation*, the *Early Childhood Services Regulation*, the *Student Record Regulation*, the *Funding Manual For School Authorities in Alberta* and the *Guide for Private School*

*Education Planning and Results Reporting.* Policies should include, but are not limited to:

- Assessment of Students
- Supervision, Evaluation & Professional Growth of Teachers & Teacher Leaders
- Safety for Outdoor Education and Field Trips
- A Health Protocol
- Internal Controls
- Roles and responsibilities of Senior Managers
- Board Governance Policy, including Roles and Responsibilities of the Governing Body
- Conflict of Interest
- Matters Pertaining to the Compensation of Senior Managers

The board shall further ensure that all of the above policies as outlined in sections 10 & 22 of *The Private Schools Regulation (AR127/2022)* and in sections 5 & 18 of *The Early Childhood Services Regulation (AR126/2022)* are made publically available before the start of the school year.

11. Establish and communicate procedures regarding the resolution of disputes or concerns that may arise at the school level between or amongst students, parents or school staff, including any identified roles for the Board, or authorized representative of the Board, in hearing unresolved student or staff complaints related to:
  - Allegations of discrimination or harassment;
  - Allegations of unprofessional conduct and/or incompetent practice by teachers or teacher leaders; or
  - Any other matter identified by the Board

**Regarding Strategic Leadership, the Board shall:**

12. Commit to the foundational purposes upon which the school is established and adhere in decision-making, as governance leaders, to the school's mission, vision and values.
13. Recognize that a paramount role of the board of directors is to provide strategic direction to the organization and be collectively accountable for the results.
14. Acknowledge and communicate publicly to the organization membership that the board of directors is accountable for:
  - **Student Learning** – establishing the vision, mission, values, beliefs; participating in the development of, and approving, the strategic plan and results report; establishing additional priorities and monitoring achievement;
  - **Fiscal Responsibility** – maintaining active involvement in annual budget development and approvals, regularly reviewing the school's financial position against budgets and forecasts; deliberating about and approving tuition, transportation, and supplemental fee structures; providing stewardship of audit processes and receiving audit reports annually; establishing financial priorities (including significant fundraising campaigns) and providing overall financial oversight; developing and maintaining a *Financial Accountability Policy*.

- **Policy Development** –providing overall direction through the development of governance policy, consistent with the vision, mission, values, goals and priorities of the organization, and consistently reviewing the impacts and outcomes associated with the implementation of these policies;
- **Facility Modernization/Maintenance** –providing guidance to and oversight related to facility development and improvement; developing and approving strategies for facility modernization;
- **Board Development** – ensuring, through such means as the development of an annual workplan, that the board of directors is collectively committed to professional learning as a governance team; and
- **Political Advocacy/Stakeholder Engagement** – identifying and acting on advocacy goals of the Board; developing opportunities to engage with stakeholders of the organization.

15. In a manner consistent with the bylaws of the organization, establish Board processes/guidelines for:

- Selecting the critical role of board chair;
- Establishing responsibilities of board members; and
- Determining and defining the number and purpose of board committees necessary to fulfill board functions.

16. Acknowledge and communicate publicly to the organization membership that the board of directors is individually and collectively accountable to:

- Stakeholders;
- The Alberta government through its representative, the Minister of Education; and
- The Board as a corporate entity.

17. Expect all directors to conduct themselves with a high level of integrity and in accordance with ethical standards in all applicable legislation.

- Implement and regularly review accountability processes related to board decision-making and financial management practices to ensure transparency, to ensure alignment with all relevant legislation and regulations, and to mitigate any potential risks related to conflict of interest;
- Develop and implement a code of conduct applicable to all directors; and
- Ensure the practices and actions of all board members are consistent with the mission, values and goals of the organization and with all related board policies.

18. Approve agendas and facilitate meetings of the board in accordance with the bylaws of the organization.

- Keep records of meetings, committee decisions and communicate outcomes as appropriate to the nature of the decision.

19. Establish clear corporate direction for the Campus Principal, recognizing the necessary delineation between the governance function of the board and the executive/administrative functions of the Campus Principal.
20. Articulate in policy the criteria and process(es) to be used in the selection of a Campus Principal whose qualifications are consistent with best practices in organizational leadership, with the mission, values and vision for the school and with any related legislative requirements.
  - Delegate in writing the administrative authority of the Campus Principal and clarify respective responsibilities and accountabilities;
  - Develop and approve processes for the evaluation of the Campus Principal that link to the board's position descriptions for these roles, board approved leadership performance criteria and, with respect to the principal, a direct reference to the *Alberta Leadership Quality Standard*; and
  - Ensure regular review of the compensation awarded to the senior managers, ensuring alignment with regulations (AR126/2022) and (AR127/2022).

**Regarding Generative Leadership, the Board should:**

21. Regularly review statements of the school's mission, vision and values, both at the board level and also with the membership of the organization, to ensure alignment with strategic planning and school priorities.
22. Annually evaluate the board's effectiveness in achieving established priorities and desired results.
23. Prioritize time at board meetings and commit to engaging in ongoing dialogue about how the board is meeting its strategic and fiduciary responsibilities.
24. Provide advocacy for the school by:
  - Planning for advocacy including focus, key messages, relationships and expanded opportunities;
  - Engaging in public communications about the school, as appropriate, to promote a positive identity for the school; and
  - Promoting regular meetings and maintaining timely, frank and constructive communication with government, locally elected officials and collaborative organizations.
25. Provide the resources necessary to support leadership capacity building amongst teachers, school leaders and board members alike.
26. Establish board member and school leadership succession plans to strengthen the likelihood of successful transitions when board membership changes or when school leadership changes.
27. Ensure that parents of all students have opportunities to be involved and engaged in supporting successful outcomes for their children and for the school.
28. Develop and maintain multiple communication links with the school community.
29. Make informed decisions that consider school community values and represent the interests of the Society/not-for-profit Company.
30. Demonstrate wherever possible how feedback and input from society and/or not-for-profit company membership has been used to strengthen school programming and development.

31. Ensure that the Annual General Meeting of the Society/not-for-profit Company is carefully planned to provide the membership with a comprehensive and transparent communication about the board's work and about the success of the school.

## Procedures

For internal controls to be effective, the board of Aurora Learning Foundation Inc. - Edmonton is committed to ensuring that there is an adequate division of responsibilities between those that perform accounting procedures or control activities and those individuals that handle assets.

### Segregation of Duties

Ideally separate employees would perform each of the four major duties:

- 1) Authorization or approval
- 2) Custody of assets
- 3) Recording transactions
- 4) Reconciliation/Control activity

and the flow of transaction processing and related activities should be designed so that the work of one individual is either independent of, or serves to check on, the work of another. By doing so, this reduces the risk of undetected error and limit opportunities to misappropriate assets or conceal intentional misstatements in the financial statements.

In situations where duties cannot be sufficiently segregated due to the limited number of staff, it is important that mitigating controls, such as a detailed supervisory review of the activities, be put in place to reduce risks.

### Capital Assets

Capital assets are assets of a tangible nature that are owned by the board of Aurora Learning Foundation Inc. - Edmonton and intended to be used on a continuing basis extending beyond an accounting period in the normal course of operations and are not intended for sale in regular course of business.

Capital asset ownership rests with the board of Aurora Learning Foundation Inc. - Calgary.

Capital assets with a value per unit exceeding a threshold amount of \$5,000 shall be capitalized in the financial accounting records of the board of Aurora Learning Foundation Inc. - Edmonton.

Items purchased not meeting the threshold of \$5,000 are expensed in the year of acquisition.

If applicable, the board of Aurora Learning Foundation Inc. - Edmonton will approve annually a detailed Capital budget for the upcoming year, or a Capital budget dollar amount.

All capital asset purchases must be appropriately approved by at least two authorized signing officers on the Capital Asset Acquisition Form.

Capital asset purchases not included in the Capital budget must be approved by the Chairmen and one other authorized signing officer.

All capital purchases are subject to board purchasing procedures.

Disposal of any capital assets require signed authorization by two authorized signing officers on the Capital Asset Disposal Form.

All disposals of assets must be managed in a fair and equitable manner. The interests of the board of Aurora Learning Foundation Inc. - Edmonton must take precedence when the method of disposal is chosen.

All sales (or trade-in) of capital assets must be for fair value consideration, capital assets may not be gifted to employees.

Annually, all capital assets will be inventoried and reconciled to records with a physical count.

### **Reimbursement of Expenses**

In accordance with appropriate policies and procedures, expenses must only be incurred and reimbursed for school related expenses.

Original receipts must be attached to support all expense claim items. Unsupported expenses, where the original itemized receipts are required but not provided, will not be reimbursed. If the original receipt has been lost, the claimant may request the vendor to reissue the receipt.

Expense claims must be approved by the employee's supervisor, in the case of the Campus Principal, a board member must approve their claims.

All receipts should be processed in the fiscal year that they were incurred.

Expense claims are subject to subsequent review and audit procedures. This may result in adjustments, including possible repayment by the claimant to the board of Aurora Learning Foundation Inc. - Edmonton.

The claimant is accountable to ensure all expenses are adequately documented, supported, eligible and in support of the board of Aurora Learning Foundation Inc. - Edmonton business.

### **Investments**

All investments must be approved by the board of Aurora Learning Foundation Inc. - Edmonton. If applicable, the board should have an approved investment policy. The board is responsible for the appointment of investment managers, custodians, auditors, investment consultants, and performance measurement organizations as applicable.

The Board Treasurer, or the school administration at the direction of the Treasurer shall:

- 1) Act as the boards main contact with investment managers, custodians, auditors, investment consultants, and performance measurement organizations as applicable.
- 2) Execute legal agreements with the investment managers as applicable.
- 3) Record the booking of all investment transactions to the general ledger, including all customary journal entries (e.g., accruals of investment income, valuation of investments, gain or loss on sale of securities, etc.), in accordance with generally accepted accounting principles and established board approval procedures.
- 4) Prepare monthly and quarterly reports showing details of security holdings, changes in market value, earned income, and investment transactions for the period.

### **Roles and responsibilities of the board of Aurora Learning Foundation Inc. - Edmonton school**

- 1) Approving the annual operating and if applicable capital budget.
- 2) Reviewing the quarterly and annual financial statements and the accompanying variance explanations analysis.
- 3) Approving the annual financial statements.
- 4) Ensuring adequate internal controls are in place and being adhered to.
- 5) Establish and update as applicable board financial policies.

### **Roles and responsibilities of the Campus Principal of Aurora Learning Foundation Inc. - Edmonton school**

- 1) Adhere to the board approved operating and if applicable capital budget.
- 2) Advise the board in a timely fashion of any significant potential variances along with any suggested resolutions.
- 3) Ensure board financial policies are being followed and new policies are implemented.
- 4) Prepare all financial reports required for the board.
- 5) Monitor that all internal controls are being followed and that appropriate segregation of duties as applicable are in place.
- 6) Ensure appropriate and approved signing authorities are in place.

7) Perform random internal review/audits as required.

**Conflicts of interest**

Conflict of interest (real, potential, or perceived) arises when an individual in a position of trust has competing professional or personal interests. Such competing interests may influence their professional judgement, objectivity and independence and can potentially influence the outcome of a decision for personal benefit. A conflict of interest may exist even if no unethical or improper acts result from the conflict.

The standard that should guide decisions about determining conflicts of interest is whether independent observers could reasonably question whether the individual's actions or decisions could be based on factors other than rights, welfare, and safety of participants.

It is the sole responsibility of Board members and employees to disclose any real, potential, or perceived conflicts of interest. If it is an oversight of the board of Aurora Learning Foundation Inc. - Edmonton, the individual should promptly inform the board that they have been put in a position of conflict of interest.

All board members, employees, and volunteers are required to annually sign the Conflict of Interest Disclosure Statement.





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