



Policy Manual

Aurora Learning Foundation

On behalf of:



**OneSchool
Global**

AB Teacher Evaluation Policy

Policy Code <i>POL_NA_AB Teacher Evaluation Policy v1.1</i>	Authorisation Date July 08, 2021	Next Review Date August 19, 2022
Enquiries Contact: support@oneschoolglobal.com	Approval Authority -	Policy Author OneSchool Global EA Team
Associated Documents -		

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) 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 written in Ceridian Dayforce
 - v) Review of written evaluation with teacher; improvement plan developed on Ceridian Dayforce and implemented as needed

2. 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 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 principal at the time of the changes.

2.4 The 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 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 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 Educational Director in collaboration with the 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 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

principal to:

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 a 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 principal has reason to believe that the teacher's practice may not meet the Teaching Quality Standard

4.2 A recommendation by a 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 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 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 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 in Ceridian DayForce 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 in Ceridian DayForce

4.5.4 Provide the Educational Director and Human Resources Director with a copy of the completed report through Ceridian DayForce 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 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 in Ceridian DayForce.

5.2 The appeal will be reviewed by the Principal with input from the Educational Director. 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 in Ceridian DayForce.

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

Aurora Calgary Safe & Caring School Policy 2021

Policy Code <i>POL_NA_Aurora Calgary Safe & Caring School Policy 2021 v1.1</i>	Authorisation Date July 08, 2021	Next Review Date August 19, 2022
Enquiries Contact: support@oneschoolglobal.com	Approval Authority -	Policy Author OneSchool Global EA Team
Associated Documents -		

Policy - Safe and Caring School

Consistent with its Ethos and Values, as stated below, the Aurora Learning Foundation, Calgary 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 Calgary Student Code of Conduct Policy

Policy Code <i>POL_NA_Aurora Calgary Student Code of Conduct Policy v1.1</i>	Authorisation Date July 08, 2021	Next Review Date August 19, 2022
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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 Safe and Caring Policy, the Aurora Learning Foundation Calgary 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 Calgary 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 a member of the Aurora Learning Foundation Calgary 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(d) 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 or 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 Calgary 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

Policy Code <i>POL_NA_OP_Field Trip Policy v1.1</i>	Authorisation Date <i>19/08/2020</i>	Next Review Date <i>August 19, 2022</i>
Enquiries Contact: <i>support@oneschoolglobal.com</i>	Approval Authority -	Policy Author <i>OneSchool Global EA Team</i>
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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

	Require Final Approval From
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"> - Overnight trip, either single campus or multi-campus involvement - Trips involving attendance at a cinema/theater type attraction - Trips requiring a waiver form - Visits to houses of legislature (i.e. parliament, etc.) - Trips costing more than \$50/student 	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 advance 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

Assessment Overview

Assessment is integral to the teaching and learning process, facilitating student learning and improving instruction, and can take a variety of forms.

Formative Assessment

- **Assessments for Learning**
 - Ongoing assessment that allows teachers to monitor students on a day to day basis and modify their teaching based on what students need to be successful
 - Provides student with timely, specific feedback they need to make adjustments to their learning
 - Not reported as part of an achievement grade but rather used to provide effective feedback to the student
 - Focuses on improvement and is compared with the student's "previous best"
- **Assessment as Learning (Formative)**
 - Focuses on teaching students the metacognitive processes to evaluate their own learning and make adjustments
 - Involves the uses of teacher, peer and self-assessment feedback to make adjustments, and improvements to what they understand and are able to do

Summative Assessment

- **Assessment of Learning**
 - Provides information about student achievement and how well a student has completed the learning tasks and activities
 - Checks what has been learned to date
 - Reported as part of an achievement grade
 - Compares the student's learning with grade level expectations and benchmarks

Formative assessments should be used consistently and regularly throughout the learning process to inform summative assessments. At the end of each semester, for both semester and year-long courses, there should be a minimum of two summative tasks/activities per learning category.

Reteach/Reassess

- Small group and individual teacher meetings during the Study can be used for reteaching and reassessing.
- Reassessment opportunities should be identified by the teacher before the original task/assessment and occur within an instructional unit.
- Only one reassessment opportunity should be offered per task/assessment.
- Reassessment opportunities should be offered in every subject area.

Learning to Learn Framework

- Must be posted **weekly** on Canvas.
 - Including the components of the “study”.
- Elementary teachers are required to use the provided template for their Canvas courses. This can be assessed via the Commons by searching for “North American Template.”

Grading Expectations

- Grades must reflect the 4 learning categories equally. Knowledge and Understanding, Thinking and Inquiry, Application and Communication will each be valued at 25% in PowerSchool for every content area/course.
- Grades will be entered at a minimum, within 2 to 5 school days unless the assignment is a larger report, project, or essay, thus, would likely need additional grading time. For assessments such as these, building in smaller assessments are required and posted to Canvas so that students can gauge their progress throughout. Please check with your Educational Director for your region’s specific requirements.
- A teacher cannot assign a grade lower than 50% to a task or assessment, unless an assignment was NOT submitted, or not completed according to the assignment requirements. In this case, a teacher may assign a zero. For an assignment to be considered as an appropriately submitted assignment, an assignment must be completed or clearly attempted to have been completed according to the assignment requirements.
- If, at any time, a students’ overall grade in any course falls below 70%*, teachers are required to communicate specific details to the student, parents, Student Success Team Member and the Campus Principal to formulate an improvement plan.

**This guideline should be followed when there is a reasonable quantity of grades that have been recorded.*

ONESCHOOL GLOBAL – NORTH AMERICA

Elementary Grading Policy (Student Evaluation Policy)



Due Dates and Deadlines

- Students will be provided with a due date and a **final** deadline each time an assignment is given by their teachers.
- Work turned in **after the due date and by the deadline will receive a 10% deduction**. As such, 90% is the highest grade attainable on assignments turned in after the due date but prior to its deadline.
- Teachers have discretion to be flexible with due dates and deadlines based on student accommodation needs and extenuating circumstances.
- Work submitted **after the deadline will be recorded as a zero**.
 - Special consideration will be given for exceptions to this only if approval is given by both the teacher of record and the student's Educational Director.

GRADING EQUIVALENCIES	LEVEL	1	2-	2	2+	3-	3	3+	4-	4
	PERCENTAGE	60-69	70-72	73-77	78-79	80-82	83-87	88-89	90-92	93-100
	LETTER GRADE	D	C-	C	C+	B-	B	B+	A-	A

Assessment Overview

Assessment is integral to the teaching and learning process, facilitating student learning and improving instruction, and can take a variety of forms.

Formative Assessment

- **Assessments for Learning**
 - Ongoing assessment that allows teachers to monitor students on a day to day basis and modify their teaching based on what students need to be successful
 - Provides student with timely, specific feedback they need to make adjustments to their learning
 - Not reported as part of an achievement grade but rather used to provide effective feedback to the student
 - Focuses on improvement and is compared with the student's "previous best"
- **Assessment as Learning (Formative)**
 - Focuses on teaching students the metacognitive processes to evaluate their own learning and make adjustments
 - Involves the uses of teacher, peer and self-assessment feedback to make adjustments, and improvements to what they understand and are able to do

Summative Assessment

- **Assessment of Learning**
 - Provides information about student achievement and how well a student has completed the learning tasks and activities
 - Checks what has been learned to date
 - Reported as part of an achievement grade
 - Compares the student's learning with grade level expectations and benchmarks

Formative assessments should be used consistently and regularly throughout the learning process to inform summative assessments. At the end of each semester, for both semester and year-long courses, there should be a minimum of two summative tasks/activities per learning category.

End of Course Assessments

The purpose of an End of Course Assessment (culminating activity/summative assessment) is to evaluate student learning over the duration of a course.

- It is a final assessment given to Gr. 9-12 students at the end of a course of study.
- It is designed by the course teacher that can take the form of a test or a project.
- End of Course assessment will account for 30% of the overall course grade for semester or full year courses

ONESCHOOL GLOBAL – NORTH AMERICA

Secondary Grading Policy (Student Evaluation Policy)



Course Evaluation Breakdown*				
Coursework				End-of-Course Assessment
70%				30%
Knowledge & Understanding 25%	Thinking & Inquiry 25%	Communication 25%	Application 25%	

*The assessment policy and course evaluation breakdown will apply to all secondary courses, including independent study courses for the Tiered Diploma distinctions.

Review Process

- All End-of-Course Assessments for grades 11 and 12 will be reviewed and approved by Subject Leaders (Grade 9 and 10 End of Course Assessments do not need to be reviewed)
- Grade 11 and 12 assessments will be submitted using this [web form](#). Please refer to the table below for submission deadlines.
- Teachers will develop an assessment which will be reviewed based on a [checklist rubric](#) developed by the Academic Team and Subject Leaders

SEMESTER 1 END-OF-COURSE ASSESSMENTS		SEMESTER 2 & FULL-YEAR END-OF-COURSE ASSESSMENTS	
End of Semester 1: January 29, 2020		End of Semester 2: June 16, 2021*	
Deadline for Teacher Submissions	Deadline for Subject Leader Approvals	Deadline for Teacher Submissions	Deadline for Subject Leader Approvals
November 25, 2020	December 11, 2020	May 7, 2021	May 14, 2021

*Manitoba & Saskatchewan: June 24, 2021

Reteach/Reassess

- Learning Centre appointments can be used for reteaching and reassessing.
- Reassessment opportunities should be identified by the teacher before the original task/assessment and occur within an instructional unit.
- Only one reassessment opportunity should be offered per task/assessment.
- Reassessment opportunities should be offered in every course for every student.
- Teachers should conference with students that request a re-take on an assignment they originally earned an 80% or above on. Students can be encouraged to consider the best use of their time for a concept they have already shown mastery of. However, if a student requests retake an assessment, they should be provided that opportunity, regardless of the original mark.
- Reassessments can be based on the entirety of the original task/assessment or on an isolated section (a particular skill or type of question) if a student showed a lack of understanding on only a particular section or type of question.

ONESCHOOL GLOBAL – NORTH AMERICA

Elementary Grading Policy (Student Evaluation Policy)



Learning to Learn Framework

- Must be posted **weekly** on Canvas.
 - Including the components of the “study”.
- In addition to the scheduled face-to-face lessons for grade 7-12 courses, teachers should plan additional learning content as part of the assignment.
- The chart below outlines suggested minutes of learning in addition to scheduled class times for each course. In addition to core content and elective courses, it is suggested that PE teachers assign work outside of “gym” time in order to hit more project-based tasks to accommodate for the learning categories.
- Please note, the suggested minutes are based on minimum needs to help guide instructional planning. Additional learning minutes may be required based on regional and provincial regulations.

Grade Levels	Weekly Learning Minutes Per Course
7 th and 8 th	Lesson Content + 30-60 minutes
9 th and 10 th	Lesson Content + 75-90 minutes
11 th and 12 th	Lesson Content + 60-75 min*

** Please note that due to a heavier course load and fewer study periods for grade 11 and 12 students, the suggested learning minutes have been adjusted accordingly.*

Grading Expectations

- Grades must reflect the 4 learning categories equally. Knowledge and Understanding, Thinking and Inquiry, Application and Communication will each be valued at 25% in PowerSchool for every content area/course.
- Grades will be entered at a minimum, within 2 to 5 school days unless the assignment is a larger report, project, or essay, thus, would likely need additional grading time. For assessments such as these, building in smaller assessments are required and posted to Canvas so that students can gauge their progress throughout. Please check with your Educational Director for your region’s specific requirements.
- A teacher cannot assign a grade lower than 50% to a task or assessment, unless an assignment was NOT submitted, or not completed according to the assignment requirements. In this case, a teacher may assign a zero. For an assignment to be considered as an appropriately submitted assignment, an assignment must be completed or clearly attempted to have been completed according to the assignment requirements.
- If, at any time, a students’ overall grade in any course falls below 70%*, teachers are required to communicate specific details to the student, parents, Student Success Team Member and the Campus Principal to formulate an improvement plan.

**This guideline should be followed when there is a reasonable quantity of grades that have been recorded.*

ONESCHOOL GLOBAL – NORTH AMERICA

Elementary Grading Policy (Student Evaluation Policy)



Due Dates and Deadlines

- Students will be provided with a due date and a **final** deadline each time an assignment is given by their teachers.
- Work turned in **after the due date and by the deadline will receive a 10% deduction**. As such, 90% is the highest grade attainable on assignments turned in after the due date but prior to its deadline.
- Teachers have discretion to be flexible with due dates and deadlines based on student accommodation needs and extenuating circumstances.
- Work submitted **after the deadline will be recorded as a zero**.
 - Special consideration will be given for exceptions to this only if approval is given by both the teacher of record and the student's Educational Director.

GRADING EQUIVALENCIES	LEVEL	1	2-	2	2+	3-	3	3+	4-	4
	PERCENTAGE	60-69	70-72	73-77	78-79	80-82	83-87	88-89	90-92	93-100
	LETTER GRADE	D	C-	C	C+	B-	B	B+	A-	A

Health & Safety Policy

(Health Protocol)

Policy Code <i>GDL_NA_OP_Health & Safety Policy.v1.1</i>	Authorisation Date <i>14/08/2020</i>	Next Review Date <i>August 14, 2022</i>
Enquiries Contact: <i>support@oneschoolglobal.com</i>	Approval Authority -	Policy Author <i>OneSchool Global EA Team</i>
Associated Documents -		

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)

Policy Code <i>POL_NA_OP_Medical Records & Treatment Policy v1.1</i>	Authorisation Date <i>19/08/2020</i>	Next Review Date <i>August 19, 2022</i>
Enquiries Contact: <i>support@oneschoolglobal.com</i>	Approval Authority -	Policy Author <i>OneSchool Global EA Team</i>
Associated Documents -		

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/

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 Management Policy

(Student Behavior, Discipline, Suspension and Expulsion Information)

Policy Code <i>POL_NA_OP_Student Management Policy v1.1</i>	Authorisation Date <i>10/15/2020</i>	Next Review Date <i>10/15/2021</i>
Enquiries Contact: <i>support@oneschoolglobal.com</i>	Approval Authority -	Policy Author <i>OneSchool Global EA Team</i>
Associated Documents -		

CONTENT

This policy has three interrelated management areas: The Pastoral Care given to the students by their families; the School Discipline Policy developed at the Regional and/or Campus level and Sterling Education's Major Disciplinary Sanctions. Each Region and their associated Campuses are required to adopt and implement this Policy. In every instance where this policy is implemented, it must be based upon principles of procedural fairness. Sterling Education and all associated Schools do not support or encourage the use of corporal punishment.

GUIDELINES

An effective Student Management Policy takes into account the:

- Beliefs underpinning the ethos of the School;
- Age and stage of development of the students;
- Capacity of students to understand what is required of them, and reasons for this;
- The partnership with and participation of parents/guardians and trustees;
- Effects on physical and psychological welfare of the students;
- Responsiveness to students with special needs;
- Improvement in the quality of teaching and learning;
- The legal rights and responsibilities of teachers, including the duty of care of students;
- Empowering of classroom teachers;
- The legal rights and responsibilities of students;
- Due process in the event of breaches of discipline.

The Regional and/or Campus Administration, including Educational Director, Campus Principal, Regional Management Team/Campus Administrator, need to be aware of the following points to assist in discharging the obligation to provide due process in cases of student discipline. The points below are a broad outline of what would be required to satisfy due process. In particular cases there may be other elements required in order to discharge the duty.

- The allegation of breach of discipline must be thoroughly investigated.
- The allegation of breach of discipline must be conveyed to the student accused.
- The accused student and their parents/guardians must be given the right to respond to the allegations.

- The accused student must be given the right to have a parent/guardian or support person.
- The school should conduct any investigation in the light of the accused student's response.
- If major disciplinary sanction is contemplated the parents/guardians should be advised of the possibility and in most cases asked to show cause why the proposed sanction should not be administered.
- If any written material (e.g. written complaints/reports/investigations) results from the complaint, the parents/guardians of the accused student should be provided with a copy as part of the process of full disclosure of the allegations made against the student.
- The accused student and their parents/guardians should be given a reasonable time in which to consider the allegations and respond.
- The accused student and their parents/guardians should be advised at the commencement of the process the framework of the process (e.g. the steps outlined above).
- The decision, and the reasons for the decision, must be communicated to the student and their parents/guardians.
- The student and their parents/guardians must be advised of a right of appeal and the steps involved in making the appeal.

Discipline practices are mindful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the proper running of the School for the benefit of the entire School community.

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities form the basis of the Student Management Policy, which aims to enable students to develop self-awareness, self-discipline and respect for the rights of others.

Arising from the rights students enjoy at our School are their responsibilities to themselves and to other members of the school community, and to the general public that they come in contact with.

As a member of the Sterling School Community, I have the right to:

Learn and participate fully in all classes and activities.

To ensure that this right is maintained for myself and others, I have a responsibility to:

Make the most of classroom opportunities for learning by:

- Not missing school days or lessons without permission
- Being on time to school and lessons
- Paying attention in class and contributing to a positive learning environment
- Bringing the necessary books and equipment to class
- Completing all classwork, asking for assistance when I need clarification
- Recognising that effective learning requires consolidating the day's work by completing homework
- Making the most of all the opportunities given to me at school by participating in all school activities.

As a member of the Sterling School Community, I have the right to:

Be in a safe and well-ordered environment.

Have my property respected.

Benefit from the privilege of attending the School.

Enjoy a clean and attractive environment with well-functioning facilities.

To ensure that this right is maintained for myself and others, I have a responsibility to:

- Respect the safety and sense of wellbeing of others by not being involved in teasing, bullying or harassing behaviour, or by invert or overt statements
- Carefully follow teachers' instructions for the safe use of school equipment/facilities
- Avoid reckless behaviour that puts the safety of others at risk
- Have my Student Diary with me in all lessons
- Observe all school procedures and policies as outlined in the Parent/Student Handbook
- Move through the school in a quiet and orderly manner
- Take good care of text books, school resources and library books
- Be careful with other people's possessions
- Behave well at all times that I am in school uniform, both in and out of the School
- Wear my uniform with honor, complying with uniform and grooming requirements
- Look after school property and furniture, treating it with care, keeping it graffiti-free
- Keep classrooms and school grounds clean and tidy, put garbage in the trash cans, observe all classroom rules pertaining to food or drink.
- Respond cooperatively when requested to assist with classroom / grounds clean up
- Respect the rules for prohibited items

BEHAVIOUR MANAGEMENT

At Sterling Schools there are logical consequences for both positive and negative behavior. The consequences will be applied consistently, calmly, firmly and without prejudice towards individual students.

The aim of this policy is to provide a consistent approach to the management of student behavior across the whole school. Students, teachers and parents are to be made aware of the progression of consequences for continued disruptive or dangerous behavior. Major disruptive behaviour must be brought to the attention of the Educational Director, the Campus Principal, Campus Administrator, a member of the Regional Management Team, and the Sterling General Manager, hereinafter referred to as the "Care Team", to to assess the next steps.

Exclusion Provision: Disruptive behaviour that impedes the learning of other students, and/or behaviour that is a danger to self or others, will be dealt with immediately and acted on appropriately. To protect the safety of all students the Educational Director is authorized to request that the student is immediately removed from the school until the Care Team has met to assess the next steps. Where professional staff feel that a student's behaviour requires medical assessment or intervention, the Educational Director is authorized to insist that the student remain away from the

school until such an assessment or intervention has been received, and any relevant medical advice has been implemented. This exclusion is not to be used as a form of discipline, and all regular classwork or assignments should be provided to the student during this exclusionary period.

The steps below are an outline of the process. At each step in the process outlined below, in addition to maintaining a written record of the actions taken, a Conduct Note must be recorded on the Student Record in the School's online Information Management System.

Step 1 - Alerting the student

The teacher will respond to low level misbehavior and classroom disturbance by using appropriate means to alert the student to the misbehavior and reinforcing positive behavior.

Step 2 - Restatement and rule reminder

The teacher either:

1. Restates the Rights and Responsibility being breached; or
2. Gives a simple direction to the student; or
3. Give the student a choice to behave in a more appropriate way.

Step 3 – Class teacher discipline/sanction

When the student's behavior in the classroom or playground requires the student to be relocated to another area, have privileges withdrawn or be assigned a detention, then a note must be placed in the student's diary explaining the nature of the misbehavior. The teacher must report the nature of the misbehavior to the Campus Principal, Educational Director or Campus Administrator. This report must be in writing and recorded in the student's file.

Step 4 - Reflection

Where a student continues with poor behavior choices, the Campus Coordinator in consultation with the Campus Administrator may place a student on a *Reflection Period*. The time for the *Reflection Period* is noted in the student's diary and requires a signature acknowledgement from at least one parent/guardian. Each campus may decide the most suitable time for *Reflection Periods*, with the most common times being at lunchtime or after school. A minimum of twenty four (24) hour notice must be given to the student, allowing time for the student to arrange for his/her parent/guardian to sign the student's diary. *Reflection Periods* are a time for the student to reflect upon the reasons for the poor behavior choices they have made, to set behavior goals and to plan strategies they will use to make better behavior choices in the future. The strategies are discussed with the Campus Principal and the Campus Administrator and placed in the student's file. At the *Reflection Period* an appointment is made for the following week. A copy of the reflection documentation is given to the student for their records. The student will then have a meeting with the Campus Coordinator at some time in the following week to discuss how the planned strategies are working and to assist the student in keeping the goals set at the reflection.

Step 5 – Behaviour Management Plan

In cases where the student has attended *Reflection Periods* for the same, similar or related issues and has not been able to achieve the goals set at those *Reflection Periods* a formal support group needs to be convened to assist the student with their behavior choices. The student, his/her parents/guardians, and the Care Team formally set a time to meet, negotiate and write a Behaviour Management Plan.

Step 6 - Disciplinary sanctions at the Campus

The Care Team may use the following sanctions at the Campus to assist students to set goals and strategies to make appropriate, positive behavior choices:

- Reflection Periods as part of Step 4
- In-school suspension as part of Step 5 – Behaviour Management Plan

Step 7 - Major Disciplinary Sanctions

Major disciplinary sanctions are last resort actions which are only invoked with due process in the event of serious breaches of this policy. These sanctions are not to be confused with routine disciplinary sanctions such as 'time-out' from class.

Major disciplinary sanctions are *not* available to an individual Campus without the involvement of the Care Team. These include:

- Suspension - the temporary withdrawal of a student's rights to attendance at the School.
- Suspension pending negotiated transfer.
- Expulsion – the final withdrawal of a student's rights to attendance at the School.
- Negotiated transfer - a change of school either to another Campus or Region, or to a school in another sector in the best interests of the student concerned.
- Exclusion provision – the refusal to admit to school someone whose presence in the school would be "detrimental to the physical or mental well-being of the students".

It is to be noted that where it is necessary to invoke the *Exclusion Provision*, it is not to be used or considered a form of discipline, but an action taken for the safety and well-being of the students and staff at the School. If the Care Team does decide that it is necessary to exclude a student from the school, they are expected to notify the student's parents of the exclusion as soon as possible in the circumstances.

Where major disciplinary sanctions are implemented, the student, his/her parents/guardians, the Care Team will formally set a time to meet, negotiate and write a Positive Behaviour Agreement utilizing the Positive Behavior Agreement form.

A serious breach is understood generally as activities or behavior of a student which:

- Consistently and deliberately fail to comply with the reasonable directions of School personnel, or Regional Management Team, or a delegate of the School; **or**
- Is/are offensive, or dangerous, to the physical or emotional health of any student or staff member (e.g. illicit possession and use of illegal drugs, illicit use of prohibited weapons, bullying; harassment and innuendo, violence and/or destructive behaviour); **or**
- Consistently and deliberately interfere with the educational opportunities and endeavors of other students.

REMOTE ZOOM POLICY

Policy Code <i>POL_GBL_ADMIN_REMOTE ZOOM POLICY.V1.0</i>	Authorisation Date <i>9th March 2020</i>	Next Review Date <i>As required</i>
Enquiries Contact: <i>info@oneschoolglobal.com</i>	Approval Authority <i>Global Leadership Team</i>	Policy Author <i>OSG Leadership Team</i>

INTRODUCTION/POLICY STATEMENT

This policy applies to students and staff utilizing the Zoom platform from home or away from the campus/office. A strict adherence to this policy is mandatory.

The purpose of this policy is to set out clear guidelines for the use of Zoom for remote teaching and/or working away from the campus/office. In the event of a pandemic (e.g. Coronavirus) outbreak, OneSchool Global staff and students, as required can attend/teach lessons from home during days when a campus faces closure, or an employee/student has to be self-isolated. This will help limit any missed instructional periods. This policy is created to ensure Zoom is utilised appropriately and maximises learning under the circumstances.

Please note that the jurisdiction within State/Provincial/Ministry laws will determine if these days count as school days.

STUDENTS

1. If it is deemed that a student and/or campus cannot join their classes for a period of time (such as long-term sickness, campus quarantine or self-isolation) the Chief Operating Officer (COO) / Regional Principal (RP) can grant for students to join their classes via zoom from home and still be counted present at school.
2. Joining classes from home
 - a) Students attending from home must always have adequate parent supervision.
 - b) Learning programs would operate normally using online methods such as canvas and students would be expected to contribute in collaborative discussion for quality learning.
 - c) The student must be in full uniform for the duration of the school day.
 - d) The camera must always be on, unless there is a valid reason that is approved by the Head of Campus/ Head Teacher/ Campus Principal.
 - e) Students must choose a quiet area that has no distractions (including no posters or pictures in the background), strongest internet connection and a solid colour background.

EMPLOYEE/ TEACHER

If self-isolation is required, the normal lesson schedule can be conducted from home with prior approval by the direct manager and COO/RP.

This policy pertains to all campus staff

1. Coming to the campus is an essential part for the success of our students and support of the campus. Joining classes from home is only permitted with prior approval by the COO/RP when the campus is closed, or self-isolation is required.
2. Teaching classes from home:
 - a. As with any Zoom class, lessons must be engaging, interactive, and use collaborative discussion.
 - b. Staff must be in professional attire through the duration of the school day.
 - c. Staff will be available during times that a staff member is not teaching to join meetings, grade, prep, and provide additional student or staff support.
 - d. A staff member must choose a quiet area that has no distractions (including no posters or pictures in the background), strongest internet connection, and ideally a background that is a solid colour and/or green screen.

VERSION CONTROL

Policy Code	Date	Version No.	Nature of Change
POL_GBL_ADMIN_REMOTE ZOOM POLICY.V1.0	9/3/2020	V1.0	New Policy



OneSchool
Global

Learning to learn