

## **B. School Operations**

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## **B. School Operations**

### **B1 School Leadership Evaluation Policy**

#### **BACKGROUND**

The educational leader at Alberta Advance Academy must be an accomplished teacher as determined by Alberta Education, who demonstrates the Professional Practice Competencies for School Leaders in Alberta and is dedicated to ensuring that each student has an opportunity to engage in quality learning experiences that lead to achievement of the goals of education and address the students' learning and developmental needs. The Administrators must demonstrate the professional competencies that are directly related to their assigned roles and leadership designations. Reasoned, evidence-based, professional judgment must be used to determine whether the competencies demonstrated by a school leader meet the standard of practice.

#### **POLICY**

Alberta Advance Academy will have in place a formal process of gathering and recording information and evidence over a period of time to determine whether or not a school leader demonstrates the applicable Professional Practice Competencies for School Leaders in Alberta. The school authority will apply reasoned professional judgment to determine leadership ability.

All policies and procedures regarding leadership evaluation and supervision align with the Professional Practice Competencies for School Leaders in Alberta as well as the related Indicators and Procedures and other applicable provincial legislation, regulations and policies.

#### **GUIDELINES**

1. An annual School Leader Professional Growth Plan will be developed in accordance with the Professional Practice Competencies for School Leaders in Alberta.
2. It is understood that school leader supervision is an ongoing process by which the individual assigned to undertake this responsibility by a school authority supports and guides school leaders in demonstrating the applicable Professional Practice Competencies for School Leaders in Alberta.

#### **PROCEDURES**

1. The professional growth plan will be developed, implemented, and reported in the fall and in the spring of each academic year by the principal and if applicable, the superintendent or

principal.

2. ALBERTA ADVANCE ACADEMY will develop and make public the qualifications and eligibility requirements for school leaders. This will be reviewed on an annual basis.
3. A formal evaluation process will be conducted at the request of the Principal or as outlined in the Professional Practice Competencies for School Leaders.

Adopted: August, 2025

Review date: May of each year.

## **B2 Inclement Weather/Emergency Closing of School Policy**

Alberta Advance Academy believes that every effort shall be made to provide face-to-face instruction on the days stipulated in the school calendar. Therefore, only in an emergency, where health and safety are the primary concerns, shall the school be closed.

1. In the case of inclement weather conditions, the parents shall make a decision in regard to whether or not it will be safe to transport their children.
2. Normally, the school will remain open for those students who are able to attend. However, safety shall be the overwhelming concern in these situations; the school will support the decision of parents who choose not to send their children to school because of safety concerns.
3. In extreme weather conditions, the Superintendent, in consultation with the Board, may determine to close the school. The Principal, in turn, will initiate the “fan out system” for contacting staff and parents. The teachers will call the families of the eldest child in the class to inform them of school closures.
4. In cases where weather conditions deteriorate after the students have been transported to school, the staff will ensure that students remain indoors.
5. If school staff members are not able to drive to school because of the inclement weather or impassable road conditions, they will incur no loss of pay. In these situations, the Principal is to be contacted. The Principal, acting on the information that is received from local authorities in regard to the driving conditions, may contact school staff members advising that travel to the school may be unsafe.
6. In the event of a school plant emergency, a school closure may take effect. The Board and the Superintendent will make this decision.
7. The Principal or designate will inform parents, students and school staff members in the event of a school closure via telephone and the website.

A list of designates will be with each VP.

Adopted: August, 2025

Reviewed: Annually

### **B3 Curriculum and Subject Allotted Time Policy**

Alberta Advance Academy will strive to provide more than the minimum required instructional time as stipulated in the Alberta Guide to Education and will abide by the Education Act.

The *teaching style* and *pedagogical approach* to be applied at Alberta Advance Academy will be Direct Instruction, for the purpose of increasing the effectiveness and efficiency of instruction thereby maximizing and accelerating student performance.

In addition to meeting the minimum requirements of the Guide, regulations and Act, Alberta Advance Academy will provide instruction in the Punjabi Language and Culture, Sikh History and a variety of Social Sciences and CTS courses that will enhance and improve the learning of students and their future post secondary opportunities. Time will also be allotted to the enhancement of Grammar, Math and Coding (Computational thinking) Skills with additional instructional times in those areas.

Adopted : August, 2025

Reviewed: Annually

## **B4 Annual Education Results Report Policy**

### **RATIONALE**

The Annual Education Results Report (AERR) is an important component of Alberta Education's accountability requirement and expectation that each school be committed to continuous improvement in the offering and delivery of basic education. The AERR is complementary to the Three-Year Education Plan which is updated annually to incorporate school board direction, local needs and the advice of school councils, parents, students and the larger community. The Three-Year Plan addresses the way in which Provincial Goals and School Charter Goals will be met. For each goal, outcomes, measures, targets and strategies are developed by the school to address priorities and the educational needs of students.

The AERR is a document that reports on the school's progress in meeting mandatory provincial measures and locally developed school measures. The results are gathered throughout the year from activities such as ongoing reviews, evaluations, planning sessions, surveys and workshops. The AERR is considered to be foundation document in developing the school's Education Plan and/or identifying strategies in improvement.

### **POLICY**

An Annual Education Results Report shall be produced annually to provide information, to the public on progress towards achieving the goals and results detailed in the school's Three-Year Educational Plan. The school's Annual Education Results Report shall be submitted to the Board in a timely matter to meet Alberta Education submission date.

### **PROCEDURES**

The Principal will develop with help of staff and submit to the Superintendent and the Board for approval, a [combined Three-Year Education Plan/Annual Education Results Report \(AERR\)](#) in accordance with Alberta Education policy. The Board will submit the report to the Minister by November 30 of each year.

-The [AERR](#) will contain information regarding progress toward meeting the goals and objectives established by the Alberta Advance Academy in the [Three-Year Education Plan](#).

-The [AERR](#) will contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions, and workshops.

-The format for reporting optional measures and additional information in the Alberta Advance Academy [AERR](#) will be determined by the Superintendent.

-The [combined Three-Year Education Plan/AERR](#) will be posted on the Alberta Advance Academy website.

-Alberta Advance Academy shall use the [AERR](#) for information in the planning and policymaking cycle, and make adjustments to its goals as necessary. Results must be used to create improvement actions.

-Any evaluative approach must be open and easily understandable.

-Any evaluative process includes disaggregated results used to identify high and low performing groups/sites/factors.

-Any long-term evaluative processes are to be stable over time.

-Results will not be used to comment on ranking schools, staff, or programs

Adopted: August, 2025

Reviewed: Annually