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F Students and Instruction

F1 Anti-Abuse Policy

ALBERTA ADVANCE ACADEMY SOCIETY OF ALBERTA AND ALBERTA ADVANCE ACADEMY (Both hereinafter called “Alberta Advance Academy”)

A. Commencement of Employment

All potential employees, consultants, Board members and officers of “ALBERTA ADVANCE ACADEMY” shall, prior to commencing their positions with “ALBERTA ADVANCE ACADEMY” have completed all such documents and consents necessary for “ALBERTA ADVANCE ACADEMY” to complete a Criminal Record Check and a Police Security Clearance against them. These record checks must be returned clear in relation to each individual in order for him or her to commence a position with “ALBERTA ADVANCE ACADEMY”.

All potential employees, consultants, Board Members and officers of “ALBERTA ADVANCE ACADEMY” shall, prior to working with any students or parishioners of “ALBERTA ADVANCE ACADEMY”, be verbally informed that abuse in any form is forbidden by “ALBERTA ADVANCE ACADEMY” and they will be provided with a written copy of this abuse policy. A signed and dated copy of this Abuse Policy shall be retained in each employee’s file.

In addition, all employees, consultants, Boards and officers must review the policies and Procedures Manual of “ALBERTA ADVANCE ACADEMY” and sign a consent form stating that they have read and have a working knowledge of the policies, including this Abuse Policy.

B. Prohibition

Abuse in any form including but not limited to “abuse” as defined in this Policy, is strictly forbidden for all employees, consultants, officers and Board Members or agents of “ALBERTA ADVANCE ACADEMY”. If any “ALBERTA ADVANCE ACADEMY” representative commits or is alleged to have committed an act of abuse the Superintendent or his/her designate, in consultation with the Board Members, will conduct all necessary investigation and take all steps necessary to enforce this policy.

C. Definition of Abuse

Abuse by a representative of “ALBERTA ADVANCE ACADEMY” includes the following:

- (i) Physical Abuse: Any injury to a student of “ALBERTA ADVANCE ACADEMY” caused by an “ALBERTA ADVANCE ACADEMY” Representative for any reason, including injury resulting from a reaction to an unwanted behavior; a substantial and observable injury to any part of the body of a student as a result of a non-accidental application of force;
- (ii) Sexual Abuse: Inappropriate exposure to or subjection of a “ALBERTA ADVANCE ACADEMY” student.
- (iii) Emotional Abuse: Rejection, deprivation of affection or cognitive stimulation, inappropriate criticism, threats, humiliation, accusations or expectations of or towards a “ALBERTA ADVANCE ACADEMY” student;
- (iv) Sexual Harassment: any form of verbal, physical or written unwanted advances toward a “ALBERTA ADVANCE ACADEMY” student that has a sexual overtone. (For example, inappropriate jokes, touching and or written material).

D. Enforcement Procedure

Any “ALBERTA ADVANCE ACADEMY” Representative who:

- (v) Commits an act of abuse
- (vi) Is alleged to have committed an act of abuse
- (vii) Or who has any knowledge, concern or suspicion that any other “ALBERTA ADVANCE ACADEMY” Representative has or is alleged to have committed an act of abuse:

SHALL:

Immediately, if possible, but in any case, no later than 24 hours report such an incident to their supervisor verbally, and at the request of their supervisor, in writing.

E. Duties of the Supervisor

THE SUPERVISOR SHALL:

Immediately, report both verbally and in writing all such allegations to the Superintendent.

The two parties involved in the alleged act of abuse will be removed from contact with one another until the allegation is disproved or otherwise dealt with pursuant to the provisions of this policy.

F. Duties of the Board

THE BOARD SHALL:

After the Superintendent, or his/her designate, has collected written statements from any parties involved or witnessing the act of abuse or alleged incident of abuse. Make a written record of any complaint, grievance or allegation of abuse in contravention of this Policy.

Within ten (10) days of such an allegation being made, meet with the individual against whom the allegation has been made and also meet with the student or the individual making the complaint. Following the meeting(s) the Board shall advise the Board Members of “ALBERTA ADVANCE ACADEMY” and the “ALBERTA ADVANCE ACADEMY” Representative against whom the allegations have been made whether in the Board’s opinion, and based on all of the relevant facts, the allegations have any merit or require further investigation.

G. Procedure in the case of meritorious allegations

In the event that the Board determines that the allegations against a “ALBERTA ADVANCE ACADEMY” representative have merit they shall be immediately reported to the Edmonton City Police Service and the “ALBERTA ADVANCE ACADEMY” representative shall immediately be suspended without pay until the incident is thoroughly investigated.

Upon completion of the investigation of the alleged incident the “ALBERTA ADVANCE ACADEMY” Representative may be subject to disciplinary action based on recommendations by the Board to the Board Members and at the discretion of the Edmonton Police Service. Such disciplinary action may include a letter of discipline, suspension, termination or criminal charges.

H. Failure to Report:

Any “ALBERTA ADVANCE ACADEMY” Representative who fails to report abuse or alleged abuse committed by them, or any abuse, suspected abuse or alleged abuse by another “AAA” Representative as soon as they become aware of it shall be subject to disciplinary action in the form recommended by the Board and approved by the Board of Board Members. This disciplinary action may include, but not be limited to a letter of discipline placed on their employment file, suspension or termination.

I. Confidentiality:

It is the policy of “ALBERTA ADVANCE ACADEMY” that all information whether verbal or in writing reported to a supervisor, the Board and the Board Members pursuant to the Abuse Policy shall, at all times be kept confidential and

“AAA” shall take all reasonable steps necessary to protect the identity of all “ALBERTA ADVANCE ACADEMY” Representatives who report allegations of abuse or against whom allegations of abuse have been made (except to the extent disclosure is required by law or otherwise in accordance with this Policy).

Adopted: August, 2025

Review: Annually

F2 Student Assessment Policy

DEFINITIONS

Assessment as Learning (a component of **formative assessment**): the collection and use of assessment information by students to learn about their learning processes in order to plan, regulate and reflect on their own learning and metacognitive strategies.

Assessment for Learning (a component of **formative assessment**): the collection and use of assessment information by teachers to adjust teaching for the purpose of improving students’ learning. This process involves the ongoing exchange of information among the teacher and students. This information is not usually used for grading and reporting.

Assessment of Learning (also known as **summative assessment**): the collection and use of assessment information by teachers to make judgments about students’ achievement at key points during and at the end of a cycle of instruction, for the purpose of grading and reporting.

GUIDELINES

1. Assessment information shall be used for the purposes of assessment *of* learning, assessment *for* learning and assessment *as* learning.
2. Students shall be actively involved in assessment as users of assessment information to support learning.
3. The Principal shall inform students and their parents/guardians of how students’ achievement will be assessed and of the achievement standards.
4. Teachers shall assist students to understand achievement standards for learning outcomes.
5. Teachers shall inform students on an ongoing basis how their achievement will be determined.
6. Teachers shall assess student achievement across the range of learning outcomes.
7. Communication among teachers, students and parents/guardians shall be ongoing and timely, employing a variety of methods to identify progress, success and gaps in students’ achievement of the learning outcomes.
8. When students fail to submit a sufficient number of assessments for grading purposes, and every effort to obtain the assessments has been exhausted, teachers in consultation with the principal shall use professional judgment to determine students’ marks for the missing assessments, that is, failing marks, including zeros.
9. The School Board shall hear appeals from administrative decisions that significantly affect the education of a student provided the appeal is brought in

accordance with this policy and its associated guidelines.

Assessment Practices:

1. The Principal ensures that guidelines and procedures are in place within the school to support assessment of, as, and for learning.
2. Teachers assess students' performance and determine their achievement (attainment of the learning outcomes in the Alberta Program of Studies) across the range of learning outcomes.
3. Assessment tasks and instruments assess enduring understandings and transferable skills where reasonable.
4. Assessment tasks and instruments are valid and reliable and clearly linked to identified learning outcomes.
5. Assessment tasks and instruments are reviewed on an ongoing basis for validity and reliability.
6. Teachers assess students' performance and determine their achievement of learning outcomes at the grade level assigned for their instruction.
7. Teachers select assessment methods that are compatible with the learning outcomes being assessed.
8. Teachers inform students on an ongoing basis of how their achievement will be determined.
9. Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.
10. Teachers ensure students with special education needs receive appropriate accommodations to complete assessments.
11. Teachers retain assessment records in indirect forms, such as anecdotal notes, recordings, rubrics, and percentage scores.
12. When percentages are used for final grades, teachers may use their professional judgement to raise marks that border pass/fail, honours/not honours. For example, 48 or 49% becomes 50%, 78 or 79% becomes 80%.
13. Teachers use the evidence that supports their most accurate judgement about students' achievement of learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade.
14. Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment.
15. Teachers monitor students' actions and performance on an ongoing basis to determine and respond to their learning needs.
16. Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to learning outcomes.
17. Teachers teach students to become aware of their own learning strengths and needs and to identify their own progress toward learning outcomes.

COMMUNICATION AND REPORTING

1. Principal ensures communication with parents/guardians about students' learning.

2. Principal ensures that the schedule for final assessments is communicated to students and parents/guardians.
3. Teachers employ a variety of strategies to communicate student progress and achievement to parents/guardians, for example, student agendas, report cards, parent-teacher conferences, emails, student accessible reports.

Students unable to write a final assessment because of serious illness, injury, bereavement or for other compelling reasons for which sufficient cause is demonstrated, should apply to the principal who determines if an alternative final assessment is appropriate. Accommodation may take the of:

- a) an exemption from the final assessment, if sufficient assessment evidence is available to determine students' achievement of the learning outcomes.
 - b) Students writing an equivalent final examination or the same final assessment administered under secure conditions.
4. Report cards will be issued a minimum of twice during a semester and a minimum of three times for full year programs in grades K-12.
 5. The report card and Individualized Program Plan (IPP) are complementary documents for students identified with special education needs. An IPP is based on diagnostic information and provides the basis for intervention strategies. The report card indicates achievement in life skills, foundational skills, academic readiness and/or achievement of learning outcomes.
 6. Students who have not completed a sufficient number of assessments for the assessment of their achievement will have their achievement reported as Incomplete (I) until these assessments have been completed.
 7. Parent/teacher/student conferences (students optional) will be offered a minimum of two times per year.
 8. Principal ensures that appeals are dealt with in a timely manner according to appeal procedures.
 9. Every student and/or parent/guardian has the right to appeal final assessment results to the principal or designate. Information regarding the appeal procedures is to be made available to students and parents/guardians (unless students are independent). If the student and parent/guardian are not satisfied with the decision made at the school level, they may appeal to the Board.
 10. Appeal Procedures:
The student and/or parent/guardian may appeal a school awarded final course grade, final examination mark or a course or program placement. This appeal must be submitted in writing, to the principal/designate within 14 days of the assessment results being made available. Once received, a decision on the appeal must be made in writing within ten school days. In reviewing an appeal, the Superintendent or designate:
 - c) meets with the student and parent/guardian
 - d) consults with appropriate teachers to review assessment information
 - e) submits, in writing to the student, parent/guardian (where applicable) and

teacher(s), a decision regarding the appeal.

11. Appeal Procedures:

The student and/or parent/guardian may appeal a school awarded final course grade, final examination mark or a course or program placement. This appeal must be submitted, in writing, to the Superintendent or designate within 14 days of the assessment results being made available. Once received, a decision on the appeal must be made in writing within ten school days. In reviewing an appeal, the Superintendent or designate:

- a) meets with the student and parent/guardian
- b) consults with appropriate teachers to review assessment information
- c) submits, in writing to the student, parent/guardian (where applicable) and teacher(s), a decision regarding the appeal.

PLACEMENT

Decisions concerning course, grade and program are made in consultation with the student (where appropriate), parents/guardians, teachers and the principal/designate. These decisions are the result of ongoing communication between the school and student and parents/guardians. Retention of a student in Kindergarten to Grade 9 will be considered only if parents/guardians and the principal and teacher(s) are in agreement that a student's social, emotional, and academic development would benefit.

Where agreement cannot be reached, the parents/guardians make the decision.

Adopted: August 2025

Reviewed: Annually

F3 Reporting Student Achievement and Conferencing with Parents

BACKGROUND

The goals of reporting student achievement and conferencing with parents are to formally report and record what students have successfully accomplished during the school year and to inform students and parents, as fully as possible, the extent of the student's performance and achievement. Further, such reporting should describe both the student's accomplishments relative to ability and the student's achievement relative to the grade equivalent criteria and standards for which the student is enrolled.

POLICY

Student achievement and performance will be reported in an effective and meaningful manner, to parents and students, at least three times per year and will include a written description of the student's achievement and performance.

The School Board, School Council and interested parents will also be made aware of general student performance on Provincial Achievement Tests and Grade 12 Departmental Examinations. Class averages and anonymously listed student marks relative to these averages will be posted near the General Office during each reporting period. General Parent-Teacher conferences will also be scheduled at these times.

GUIDELINES

1. Assessment, evaluation and reporting practices will:
 - a) Affirm the dignity and respect of the student, and be aligned with all other core values;
 - b) Be based on learner outcomes from the Alberta Program of Study;
 - c) Indicate what students know, understand and are able to demonstrate;
 - d) Be communicated openly to students and parents/guardians – along with their respective roles in these practices and processes;
 - e) Result in accurate, fair and equitable assessment, evaluation and timely reporting of students' progress and achievement;
 - f) Assist students in recognizing their strengths, areas for growth, and strategies to improve achievement through the ongoing practice of metacognition;
 - g) Provide a process for appeal by students and parents.
2. The school will report the level of achievement and performance that each individual has attained in terms of knowledge, skills and attitudes.
3. Performance categories will be referenced by subject area, skill area or essential learning outcomes.
4. Teachers will make use of technology, specifically, PowerSchool, Google Workspace and other means of storing and reporting student data.
5. Parent-Teacher conferences will be scheduled on the day of, or shortly after, report cards

have been issued and sent home for parents to view.

Parents and students may appeal the results indicated on the report cards by directly bringing their concerns to the teacher. If the result of the appeal is not acceptable to the parents, the matter should be brought to the attention of the Administrator responsible for the area/division in which the students is located. Ultimately, any unresolved issue(s) may be brought to the Superintendent for arbitration and resolution.

PROCEDURES

1. All report cards include the following:
 - (a) District name, logo
 - (b) School name, address and phone number
 - (c) Grade or ability level or year of schooling
 - (d) School year
 - (e) Homeroom teacher
 - (f) Principal's name
 - (g) An opportunity for parental signature and comment twice during the year.
 - (h) Reporting of attendance and lates
 - (i) Reporting of personal and social development
2. The school has developed the procedures for scheduling and conducting conferences and is organized by one of the School Assistants.
3. All reports of achievement will include:
 - (j) A description of the standards and criteria used in the report
 - (k) A description of the level of performance and achievement of the student.
 - (l) Achievement reports for all subjects, courses and programs in which the student participates and receives instruction
 - (m) A selected combination of letter grades, percentages, written descriptions of student ability, performance and achievement and/or portfolios of student work
 - (n) A description of the individual's ability to work in cooperative and collaborative situations
4. Record of Placement will indicate:
 - (o) That the student has been assigned to a specific grade level and/or program for the following designated year
 - (p) A student's ability, strengths and areas of success and also include positive comments of encouragement
 - (q) Date of final reporting
 - (r) Teacher signature
5. Students who receive an educational program based upon an Individual Program Plan (IPP) will have an individualized progress reporting system.
 - a) The IPP will be created in consultation with external experts, as necessary, school-based staff with appropriate training, the classroom teacher, the parents and the student.

- b) Progress through the IPP will be reviewed on a regular basis – preferably during the time that report cards are issued – and will be properly closed off at the end of the school year.
 - c) The IPP will be stored in a secure location and made available to appropriate administration and teaching staff.
6. Parents will be made aware of the proper steps or procedures for an appeal process regarding student grades and/or placement.

Effective: August 2025

Reviewed: Annually

F4 Reports and Transcripts Policy

1. Report Cards are issued at the end of each term. The children receive these at school in sealed envelope and are to deliver them to their parents.
2. The parents are asked to sign the report cards and return them to the school.
3. A copy of the report card remains in each child's file – and on Alberta Education's PASI system.
4. The child's cumulative record file reflects his entire academic history.
5. The cumulative record file is kept by the Principal and is not released without written authorization of parents or graduates.
6. No cumulative record files are available without a written request by the parent and receiving school.
7. Official files (signed and sealed) are released only to registered schools.

Adopted: August 2025

Reviewed: Annually

F5 Fieldtrips Policy

The Alberta Legislature, through the Alberta Education Act (the “Act”), has delegated much of its authority for the governance of education to school boards. Section 32 of the Act states that a board must establish policies respecting the provision of educational services and program. The Education Act provides the Board the authority to, by resolution, authorize any of its employees to do any act or thing or exercise any power that the board may or is required to do. Therefore:

1. Alberta Advance Academy recognizes that learning experiences gained outside the school can complement and enhance classroom instruction and can provide a supplementary means for accomplishing both general and specific curriculum objectives;
2. The Board delegates to the Superintendent the responsibility of developing and implementing administrative regulations regarding offsite trips, excursions, and activities

1.0 POLICY

Alberta Advance Academy supports field trips and extra-curricular trips for students as they are of significant value to their education. The safety of the participants is a top priority.

1.0 DEFINITIONS

1.1 A field trip is any school-sponsored activity during school hours that occurs outside the school’s normal physical boundaries of operation. It may be a few hours to a full school day. Most field trips by the elementary grades fall into this category.

1.2 An extra-curricular trip is any optional activity that occurs outside the school’s normal hours and the school’s normal physical boundaries of operation. This trip may be out-of-province. It may be an extended day trip or an overnight trip. These trips are usually for junior high or high school grades.

2.0 TRIP APPROVAL

The Principal must approve all field trips at least 10 days prior to Field Trip Date.

2.1 Once a field trip has been approved, the teacher is responsible for making arrangements for transportation, volunteers and acquiring permissions from parents.

2.2 Approval for use of a school bus must be given in writing by the School Secretary **AND** one Vice Principal. The form used for this purpose is available on the school’s Google Drive or in printer files)

3.0 EXPECTATIONS REGARDING ACCESSIBILITY/ELIGIBILITY OF STUDENTS FOR FIELD TRIPS.

Alberta Advance Academy wants to ensure that field trips are accessible and inclusive. Therefore, all field trips must meet the following requirements:

3.1 The demands are within the capacity of the students. e.g. fitness, skills, finances

3.3 Diversity is valued.

3.4 The cost per student is reasonable, manageable and no student(s) is excluded due to cost.

3.5 Non-participants, excluded for disciplinary issues, are provided

meaningful alternative activities.

- 3.6 All students MUST attend ALL field trips unless they provide the school with a note from a physician or dentist citing a reason for not attending.
- 3.7 If there a student does not provide a note excusing them from a field trip, they may receive a suspension of up to five days – at the discretion of the Principal.

4.0 FIELDTRIP PLANNING/APPROVAL CRITERIA

4.1 Educational Value – Field trip planners must provide appropriate and relevant information about the field trip:

- 4.1.1 the educational/social/recreational goals and objectives of the trip must be evident
- 4.1.2 the relationship of the proposed outing to the Program of Studies, student learning outcomes—personal, social and recreational should be clearly indicated
- 4.1.3 A description of how the trip is appropriate for the students and level of preparation must be presented with the request for approval

5.0 TRIP PLAN/LOGISTICS

The teacher must provide appropriate, relevant information related to the trip plan criteria by filling out field trip forms. The Principal is responsible for evaluating the submitted proposal ensuring that information gaps are addressed and that all relevant criteria are met.

5.1 Common Elements of field trip logistics may include:

- 5.1.1 Group involved (e.g. age/grade, number of boys and girls)
- 5.1.2 Dates and times for the field trip
- 5.1.3 Destination/route