AURORA ACADEMIC
CHARTER SCHOOL™

BOARD POLICIES
&
ADMINISTRATIVE REGULATIONS

November 19, 2026

TABLE OF CONTENTS

Board Policies

Board policies are statements that relate to the governance of Aurora Academic Charter School (AACS). They create a framework for the Board of Directors, Superintendent and staff to carry out their responsibilities and may contain statements of values, beliefs, expectations, and specific requirements. Some policies are broad-based and speak to Alberta Education requirements and School Act legislation, while others are specific to AACS' unique needs.

All Board Policies must be approved, and regularly reviewed, by the Board of Directors.

Administrative Regulations

Administrative Regulations relate to the administration of AACS. These regulations, established by the Superintendent, outline the procedures and practices that direct staff work to meet the expectations or requirements of board policies. Administrative Regulations do not require the approval of the Board of Directors.adm

A. Foundations and Philosophy	Revision Year	Review Year	Status
1001 BP: Foundational Statement		2030	adopted
1030 BP Board Code of Conduct	2024	2029	adopted
1040 BP: Policy Making	2026	2031	adopted
1060 BP: Role of the Board	2024	2029	adopted
B. Governance and Operations			
2030 BP: Board Engagement Protocols	2031	2026	adopted
2040 BP: Code of Conduct for Members	2026	2031	adopted
2040 AR: Code of Conduct for Members			
2040.2 BP: Code of Conduct for Non-Teaching Staff	2023	2028	adopted
2041 BP: Conflict of Interest	2023	2028	adopted
2051 BP: Role of the Superintendent	2023	2028	adopted
2052 BP: Evaluation of the Superintendent	2022	2026	adopted
2060 BP: Role and Supervision of School Based Administration	2025	2030	adopted
2060 AR: Role and Supervision of School Based Administration			
2062 BP: Administrative and Leadership Staffing	2026	2031	adopted
2070 BP: Role of the Teacher	2026	2031	adopted
2075 BP: Organisational Assessment		2028	adopted
2080 BP: Minutes and Records	2025	2030	adopted
2080 AR: Minutes and Records			
2090 BP: Access to Information and Protection of Privacy		2031	adopted
2150 BP: Appeal Procedures	2026	2031	adopted
C. General School Administration			
3150 BP: School Fees	2022	2027	adopted
3150 AR: School Fees			
3160 BP: Conducting Research Studies	2025	2030	adopted
3500 AR: Student Cumulative Records			
3700 BP: Crisis Policy	2021	2026	adopted
3800 BP: Abuse	2024	2025	adopted
D. Business Administration			
4005 BP: Annual Budget Development	2022	2026	adopted
4006 BP: Annual Budget Implementation	2022	2026	adopted
4010 BP: Financial Statements and Audit	2023	2028	adopted
4015 BP: Procurement	2022	2026	adopted
4015 AR: Procurement			
4025 BP: Reserves, Surpluses and Deficits	2022	2026	adopted
4100 BP: Charitable Status	2022	2026	adopted
4100 AR: Charitable Status			
4200 BP: Corporate Credit Card Procedures	2024	2029	adopted
4200 AR: Corporate Credit Card Procedures			

E. Human Resources	Revision Year	Review Year	Status
5000 BP: Recruitment and Selection	2024	2029	adopted
5000 AR: Recruitment and Selection			
5010 BP: Probationary Period	2023	2028	adopted
5010 AR: Probationary Period			
5020 BP: Orientation	2022	2026	adopted
5020 AR: Orientation			
5052 BP: Employee Benefits - Non-Teaching Staff	2022	2027	adopted
5052 AR: Employee Benefits - Non-Teaching Staff			
5053 BP: Leave of Absence - Non-Teaching Staff	2022	2027	adopted
5053 AR: Leave of Absence - Non-Teaching Staff			
5100 BP: Deferred Salary	2023	2028	adopted
5120 BP: Staff Professional Development	2024	2026	adopted
5120 AR: Staff Professional Development			
5130 BP: Staff Attire	2024	2029	adopted
5130 AR: Staff Attire			
5300 BP: Recognition for Long Service	2023	2028	adopted
5300 AR: Recognition for Long Service			

F. Student Policies			
6000 AR: Admittance			
6035 BP: Student Code of Conduct	2024	2026	adopted
6036 BP: Aurora School Uniform	2026	2031	adopted
6036 AR: Aurora School Uniform			
6040 BP: Student Discipline	2026	2031	adopted
6040 AR: Student Discipline			
6050 BP: Field Trips	2025	2030	adopted
6050 AR: Field Trips			
6050.2 AR: Appendix 2 - Parental Consent Form			
6050.4 AR: Appendix 4 - Trip Preparation Checklist			
6050.5 AR: Appendix 5 - Field Trip Volunteer Form			
6055 BP: Study Period		2030	adopted
6101 AR: Student Medical Needs			
6102 BP: Anaphylaxis/Life-Threatening Allergies	2022	2027	adopted
6102 AR: Anaphylaxis/Life-Threatening Allergies			
6130 BP: Student Evaluation	2022	2027	adopted
6130 AR: Student Evaluation			
6170 BP: Extended Absences	2026	2031	adopted
6170 AR: Extended Absences			
6180 BP: Sexual Orientation and Gender Identity	2026	2031	adopted
6180 AR: Sexual Orientation and Gender Identity	2018	2020	adopted

G. Curriculum and Instruction			
7040 BP: Technology Policy	2024	2029	adopted
7060 AR: Personal Electronic Devices and Social Media	2023	2028	adopted
7070 BP: Inclusion	2026	2031	adopted

H. Facilities and Management	Revision Year	Review Year	Status
8030 BP: Community Use of Facility	2024	2029	adopted
8030 AR: Community Use of Facility			
8050 BP: School Emergencies	2025	2030	adopted
8050 AR: School Emergencies			
8050.1 AR: School Emergencies - Pandemic Plan			
8100 AR: School Cancellation			
8200 BP: Tobacco, Alcohol and Cannabis Free Facilities	2024	2029	adopted
8300 BP: Occupational Health and Safety	2024	2029	adopted
8350 BP: Video Surveillance	2024	2029	adopted

I. Transportation			
9000 BP: Student Transportation			
9010 BP: Vehicle Parking	2023	2028	adopted
	2023	2028	adopted

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY

1001 FOUNDATIONAL STATEMENTS

FOUNDATIONS AND PHILOSOPHY

Adopted: June 16, 2025
Revised:
Review: 2030

Vision

Aurora Academic Charter School is the best choice for highly-structured and enhanced academics.

Mission

Empower learning excellence through sequenced instruction in a student-centred environment, supported by families. Instruction is informed by research and delivered in a whole group setting with a focus on academic rigour and mastery.

Values

Innovation, Hard Work, Empowerment, Respect and Integrity, Empathy and Compassion.

Purpose

The purposes of Aurora School are:

1. To assist and encourage students to develop the highest level of academic achievement possible
2. To help develop in students a lifelong love of learning and a pursuit of physical and mental well-being
3. To produce responsible citizens who recognize the value of hard work and enterprise
4. To develop in students effective communication skills
5. To ensure students are prepared upon graduation to make meaningful contributions to their communities and the world

Goals

The primary goals of Aurora are:

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

The primary student learning outcomes of Aurora are:

1. That students, on average, are reading above grade level in language arts
2. That students, on average, are achieving above grade level in mathematics

Philosophy

It is the philosophy of Aurora School that children, when presented with an orderly and structured environment, and in the presence of properly sequenced whole group classroom instruction, can excel in an academically-oriented program.

AURORA ACADEMIC
CHARTER SCHOOL

Accountability

Monitored by the Board of Directors in consultation with the Superintendent.

References

AACS Charter Document

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY
1030
BOARD CODE OF CONDUCT
FOUNDATIONS AND PHILOSOPHY

Adopted: June 15, 2015
Revised: November 18, 2024
Review: 2029

Background/Purpose

Board membership is a significant challenge and responsibility. Decisions made by Board members directly affect the quality of educational services provided to students and the overall direction of the school. The importance of this role substantiates the need for Board members to establish and adhere to a Code of Conduct

Policy Statement

The Board of Directors commits itself and its members to conduct that meets the highest ethical standards and is focused on students' best interests. All personal interactions and relationships will be characterized by mutual respect, while acknowledging the dignity and worth of each person.

Consequences for the failure of individual Board members to adhere to the Board Code of Conduct are specified in Appendix II: Board Code of Conduct Sanctions.

Guidelines

1. Board Members are responsible to:
    a. think in terms of students first;
    b. understand that the basic function of Board members is governance and policy-making, and accept the responsibility of learning to discriminate between governance and operations;
    c. participate in Board governance training at the commencement of their term, or as otherwise deemed appropriate.
    d. be well-informed concerning the duties of Board members and the proper functions of the school;
    e. understand AACS policies and procedures, meeting agendas, and reports, and arrive prepared for Board meetings;
    f. follow communications protocols as outlined in Appendix I: Board Communication Matrix
    g. accept the responsibility for seeking the improvement of education throughout the province of Alberta;
    h. ensure the presence of the Superintendent and Secretary-Treasurer at regular meetings of the Board;
    i. grant the Superintendent opportunities for discussion at Board meetings.

2. Board Member Responsibility to the School Community

    Board members shall:
    a. fairly appraise both the present and the future educational needs of the school community;
    b. support school community aims and activities;
    c. ensure that all school business transactions be conducted on an ethical basis; and
    d. refuse to use their positions on the Board for personal gain, including financial, professional, or reputational advantages.206

3. Board Member Relationship with Other Board Members

   Board members respect their relationship with other members of the Board when they:
   a. recognize that authority rests only with the Board, as a whole, in official meetings and that an individual member has no authority to commit the Board to any course of action or position.
   b. recognize the integrity of their predecessors and associates and the merit of their work;
   c. make decisions only after relevant facts bearing on the subject are made known; and
   d. actively listen and hear each other, are open-minded, use courteous language and behaviour, take ownership of their behaviour and decisions, are transparent in their agendas, are solution-focused, and act on the behalf of the team.

4. Board Member Relationship with Staff

   Board members shall:
   a. strive to procure the best professional leaders when vacancies exist;
   b. allow administration full authority for properly discharging their professional duties and expect responsibility for the achievement of desired results within established parameters;
   c. maintain a positive working relationship with the Superintendent and staff; and
   d. respect the confidentiality of privileged Board business and decision-making.

5. Board Member Conflict of Interest

   Each Board member is directly responsible to the membership and to the Board. Upon election to office, Board members assume a position of public trust and are expected to conduct themselves in a manner that shall not impair the trust accorded to them or to the Board.
   a. The Board expects that:
      i. all Board members shall be familiar with sections 85 to 90 of the Education Act, the Charter School Regulation, the articles of association, and the Aurora charter document.
      ii. each Board member shall be solely responsible for declaring a position of conflict of interest and for disclosing the nature of a pecuniary interest in which they may profit personally or in other ways;
      iii. the Board member shall make a declaration of conflict of interest during a meeting of the board and prior to board discussions of the subject matter that may place the Board member in a conflict of interest; and
      iv. whether a conflict exists shall be determined, if necessary, by the remaining Board members voting on the issue.
   b. The Secretary-Treasurer shall record any declaration of a conflict of interest in the minutes of the meeting at which such declaration is made.
   c. Upon a Board member declaring a conflict of interest, the chairperson shall excuse that Board member from participation in the discussion and the vote on the issue. That Board member may leave the room in which the meeting is being held until discussion on the matter is concluded or may abstain from the discussion. That Board member shall not participate in any voting on the matter, and the Secretary-Treasurer shall record that the Board member did not participate in the voting on the matter.

COMMUNICATION CHANNELS

Board members, administrators and staff receiving complaints from parents, groups, or community members will respect the lines of communication as outlined in Appendix I: Board Communication Matrix.

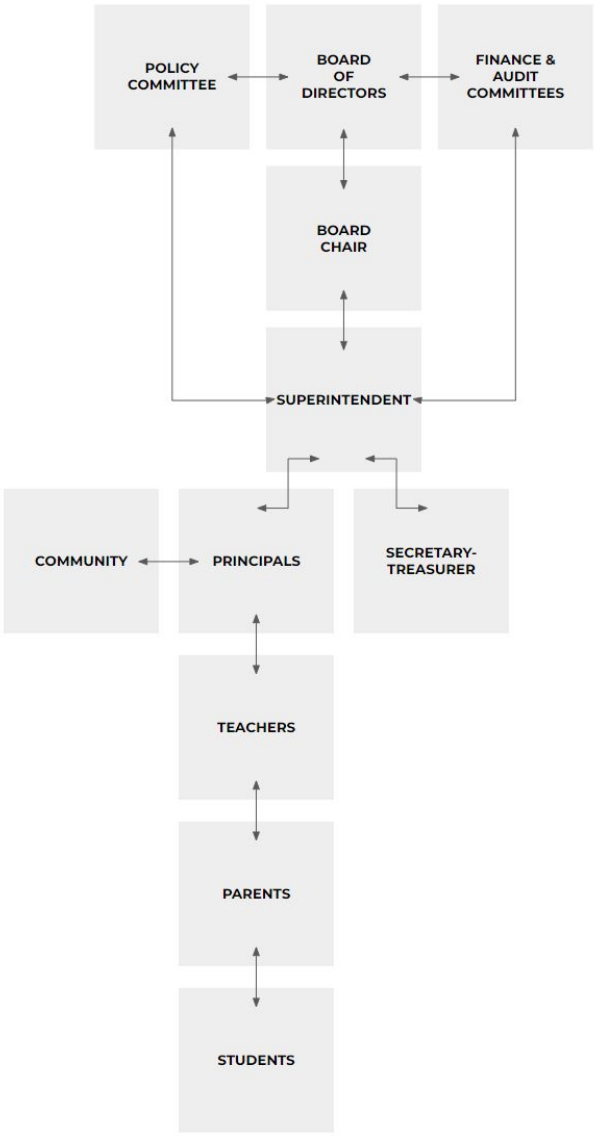
PROTOCOLS REGARDING ELECTED OFFICIALS

Schools may choose to invite or be asked to host elected officials for a variety of reasons. All requests to host an elected official to visit must be directed to the Superintendent, who will communicate the following to the Board Chair:

- The purpose of the visit
- The educational value
- The proposed school, date, time (and alternate time) of the visit
- The participant list, including the number of students and staff
- The composition of media

The Superintendent will inform the Principal of the school regarding approvals following direction from the Board Chair. When visits have been confirmed, the Board Chair will be informed and provided the option to attend.

Appendix I: Board Communication Matrix



Appendix II: Board Code of Conduct Sanctions

1. Board members must conduct themselves ethically and prudently in compliance with the Board Code of Conduct. Board members' failure to conduct themselves in compliance with this policy may result in the Board instituting sanctions.

2. A Board member who believes that a fellow Board member has violated the Board Code of Conduct may seek resolution of the matter through appropriate conciliatory measures before commencing an official complaint under the Board Code of Conduct.

3. A Board member who wishes to commence an official complaint under the Board Code of Conduct shall file a letter of complaint with the Board Chair within thirty (30) days of the alleged event occurring and indicate the nature of the complaint and the section or sections of the Board Code of Conduct that are alleged to have been violated by the Board member. The Board member who is alleged to have violated the Board Code of Conduct and all other Board members must be forwarded a copy of the letter of complaint by the Board Chair or, where otherwise applicable in what follows, by the Vice-Chair, within five (5) days of receipt by the Board Chair of the letter of complaint. If the complaint is concerning the Board Chair's conduct, the letter of complaint shall be filed with the Vice-Chair.

4. When a Board member files a letter of complaint, and a copy of that letter of complaint is forwarded to all Board members, the filing, notification, content and nature of the complaint shall be deemed to be strictly confidential, the public disclosure of which shall be considered to be a violation of the Board Code of Conduct. Public disclosure of the complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the Board's direction, following the complaint's disposition at a Board Code of Conduct hearing.

5. To ensure that the complaint has merit to be considered and reviewed, at least one (1) other Board member must provide to the Board Chair within three (3) days of the notice in writing of the complaint being forwarded to all Boards a letter indicating support for having the complaint heard at a Board Code of Conduct hearing. Any Board member who forwards such a letter of support shall not be disqualified from attending and deliberating upon the complaint at a Board Code of Conduct hearing convened to hear the matter, solely for having issued such a letter.

6. Where the Board Chair receives no letter supporting a hearing in the three (3) business day period referred to in section 5 above, the complaint will not be heard. The Board Chair shall notify all other Board members in writing that no further action of the Board will occur.

7. Where a letter supporting a hearing is received by the Board Chair in the three (3) day period referred to in section 5 above, the Board Chair shall convene, as soon as is reasonable, a special meeting of the Board to allow the complaining Board member to present his/her views of the alleged violation of the Board Code of Conduct.

8. At the said special meeting of the Board, the Board Chair shall indicate, at the commencement of the meeting, the nature of the business to be transacted and that the complaint shall be heard in a closed session of the special meeting.

   Without limiting what appears below, the Board Chair shall ensure fairness in dealing with the complaint by adhering to the following procedures:

   a. The Board Code of Conduct complaint shall be conducted at a closed session, Board Code of Conduct hearing, of a special Board meeting convened for that purpose. All preliminary matters, including whether one (1) or more Board members may have a conflict of interest in hearing the presentations regarding the complaint, must be dealt with before the presentation of the complaint on behalf of the complaining Board member.
   b. The sequence of the Board Code of Conduct hearing shall be:
      i. The complaining Board member shall provide a presentation which may be written or oral or both;
      ii. The respondent Board member shall provide a presentation which may be written or oral or both;
      iii. The complaining Board member shall then be allowed to reply to the respondent Board member's presentation;
      iv. The respondent Board member shall be provided a further opportunity to respond to the complaining Board member's presentation and subsequent remarks;
      v. The remaining Board members of the Board shall be allowed to ask questions of both parties;
      vi. The complaining Board member shall be allowed to make final comments; and
      vii. The respondent Board member shall be allowed to make final comments.
   c. Following the presentation of the parties' respective positions, the parties and all persons other than the remaining Board members who do not have a conflict of interest must leave the room, and the remaining Board members shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution.
   d. If the remaining Board members in deliberation require further information or clarification, the parties shall be reconvened and the requests made in both parties' presence. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Board Code of Conduct hearing to a later date.

e. In the case of an adjournment, no discussion by Board members whatsoever of the matters heard at the Board Code of Conduct hearing may occur until the meeting is reconvened.
f. The remaining Board members in deliberation may draft a resolution indicating what action may be taken regarding the respondent Board member.
g. The presiding Chair shall reconvene the parties to the Board Code of Conduct hearing and request a motion to revert to the open meeting to pass the resolution.
h. All documentation related to the Board Code of Conduct hearing shall be returned to the Superintendent or his or her designate immediately after the Board Code of Conduct hearing and shall be retained according to legal requirements.
i. The presiding Chair shall declare the special Board meeting adjourned.

9. A violation of the Board Code of Conduct may result in the Board instituting, without limiting what follows, any or all of the following sanctions:
    a. Having the Board Chair write a letter of censure marked "personal and confidential" to the offending Board member, on the approval of a majority of those Board members present and allowed to vote at the special meeting of the Board;
    b. Having a motion of censure passed by a majority of those Boards members present and allowed to vote at the special meeting of the Board;
    c. Having a motion to remove the offending Board from one (1), some or all Board committees or other appointments of the Board passed by a majority of those Board members present, excluding the offending Board member, and allowed to vote at the special meeting of the Board;
    d. Having a motion to terminate the offending Board member's membership on the Board passed unanimously by those Board members present and allowed to vote at the Board's special meeting.

10. Notwithstanding, the Board member may be removed from office by the passage of a special resolution at a Special Meeting of the Society.

11. The Board may, in its discretion, make public its findings at the special meeting or at a regular meeting of the Board where the Board has not upheld the complaint alleging a violation of the Board's Board Code of Conduct or where there has been a withdrawal of the complaint or under any other circumstances that the Board deems reasonable and appropriate to indicate its disposition of the complaint publicly.

Appendix III: Director Honoraria and Expenses

Directors on the AACS Board provide many hours of service in fulfilling their legislated responsibilities to govern Aurora School Ltd.. Directorship carries with it a liability and accountability to both the Minister of Education and its members.

AACS will recognize the contributions made by Directors through the provision of honoraria, when budget permits. These honoraria are gratuitous, and neither the Board as a group nor any individual member will have the ability to enforce their payment through legal action.

As such, honoraria of this nature do not qualify as remuneration, which Charter Board members are unable to receive under Charter School Regulations 14(6).

1. For time spent attending to Charter Board-directed business, Directors will be eligible to receive honoraria based on the following:

Honorarium Schedule	
Per Diem Honorarium	$40 per meeting (2 hours or less) $75 per meeting (4 hours or less)
	$150 for full-day meeting (4 hours or more) $225 for extended day (8 hours or more)
Chairperson's Honorarium	$2,250 per year plus meeting per diem
Vice-Chairperson's Honorarium	$1,125 per year plus meeting per diem

2. Directors will be eligible to receive honoraria for attendance at the following Board-directed Activities:
    a. Public Board Meetings and Special Meetings of the Charter Board;
    b. Committee Meetings of the Charter Board;
    c. Authorized workshops, conventions, and retreats;
    d. Meetings as required by Board Policy.
3. Directors have the option to waive honoraria.
4. Directors will not receive honoraria for activities of a service orientation, including but not limited to voluntary work or invitations to special events such as school openings or stakeholder BBQs.
5. Directors will group meetings into units of 2 hours, ½ day, full-day or extended day.
6. Directors must attend a meeting in its entirety to be eligible to receive an honorarium.
7. Payment of honoraria will be made monthly following submission and approval of the appropriate forms.
8. For the purpose of the Income Tax Act, honoraria paid to Directors will be included in the computation of Directors' taxable income.
9. Mileage for activities other than Board meetings, and other valid expenses incurred by Directors on behalf of the Society, may be reimbursed upon submission of appropriate forms and receipts (if applicable).. Recompense for mileage and accommodation are at the same rates as staff.

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
1040
POLICY MAKING
FOUNDATIONS AND PHILOSOPHY

Adopted: June 15, 2015
Revised: September 17, 2026
Review: 2031

Background

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

Purpose

To provide clarity about the development and approval of Board Policies.

Policy Statement

The Board is responsible for the development of policy, which governs the operations of Aurora School. Written policies shall constitute one way in which the Board exercises its governance of the school. The Board will endeavour to make policy decisions that are student-centred. All policies are approved by Board motion.

The Policy Committee must include a Board representative, the Superintendent (or designate), and the Principal of each school (or designate).

The policies of the Board shall be aligned with the vision, mission, values, Charter document, articles of association, and all relevant current legislation and regulations.

1. Board Policies are statements of intent, beliefs, expectations and principles regarding areas of Board responsibility, adopted by the Board to guide actions. They guide the desired operation of the school by creating a framework for the superintendent and staff to carry out their responsibilities.

2. Administrative Regulations are the guidelines, directions, procedures and assignment of responsibilities established by the Superintendent of Schools (Superintendent) in order to implement Board Policies and achieve desired outcomes for operation of the school. They set out the guidelines, practices, procedures, and requirements for implementation of Board Policies.

Guidelines

1. The decision to initiate a policy change, that is, the development of a new policy or the review of an existing Board Policy that may result in policy affirmation, amendment or rescission, resides with the Board.

2. The Board may at any time adopt new or revise existing policy to:
    a. comply with legislative requirements;
    b. give substance to the Board's vision, mission and priorities;
    c. provide the Superintendent with parameters for the effective operation of the school and to inform and guide actions of staff;
    d. provide the Board with parameters for effective governance; and
    e. articulate the school's culture and communicate its values and philosophy to students, parents and the public.

3. All Board Policies shall:
    a. conform to the Education Act and regulations, policies and orders issued under the authority of the Education Act, and other relevant provincial and federal legislation;
    b. consider the best interest of students;
    c. support the Board's vision, mission and priorities;
    d. be consistent with other Board Policies;
    e. create a framework within which the Superintendent can exercise professional judgment in discharging responsibility for the administration of the school;
    f. be capable of implementation, review and evaluation.

4. All Board Policies shall have a consistent format and the following sections as appropriate:
    a. Background/Purpose: a statement indicating the intent and rationale for the policy;
    b. Definitions: definitions of terminology used specific to the understanding of the policy statement;
    c. Policy Statement: statements of belief, values and philosophy or approach;
    d. Guidelines: statements of specific expectations, outcomes or results to be achieved by the Board itself or by the Superintendent and the staff;
    e. Accountability: a statement of how the effectiveness of the policy implementation will be measured and reported to the Board; and
    f. References: a listing of references pertinent to the understanding of the policy such as related legislation, policies and administrative regulations.

5. Board Policies and Administrative Regulations shall normally be reviewed on a five-year cycle, or earlier where required by legislation, regulation, Board direction, operational need, risk assessment, or significant changes to AACS's Charter, strategic priorities, structure, or programmes.

6. Stakeholders may, at any time, request through the Superintendent or Board Chair that the Board give consideration to the development of new policy or to an amendment to an existing policy.

7. The Board may, by motion, suspend the application of a Board Policy in whole or in part where circumstances warrant, provided that doing so does not conflict with legislation, regulation, the School's Charter, contractual obligations, or principles of procedural fairness. The motion should identify the policy being suspended, the reason for the suspension, the duration of the suspension, and any interim direction that will apply.

8. The Board may, under exigent circumstances, invoke a new policy without the customary three readings.

9. The Board will form a Policy Committee to assist the Board in policy development, revision and/or review, and will set suitable procedures to allow for input from all stakeholders.

10. In exigent circumstances where immediate action is required and no applicable Board Policy provides direction, the Superintendent may take reasonable action consistent with legislation, regulation, the School's Charter, contractual obligations, and the best interests of students. The Superintendent shall report the action to the Board at the next regular Board meeting, or earlier if circumstances warrant. The Board may then confirm, modify, reject, or provide further policy direction for future similar circumstances.

11. The Superintendent shall be responsible for establishing and maintaining Administrative Regulations in the form of written directives, procedures and assignments of responsibility that direct the implementation and achievement of desired outcomes of Board Policies.

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

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

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

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

Procedures

1. Review of Current Policies
   Each year, the Superintendent shall provide the Board with a Policy and Administrative Regulation review schedule identifying the Board Policies and Administrative Regulations scheduled for review during the current school year. The schedule shall be based on the normal five-year review cycle, while allowing earlier review where required by legislation, Board direction, operational need, risk assessment, or changes to AACS's Charter, structure, programmes, or strategic priorities.
   a. Policies under review will be discussed by the Policy Committee which shall:
      i. recommend that the policy continue in force;
      ii. recommend that the policy be deleted because it is redundant;
      iii. make minor wording and formatting amendments that do not change the substance or intent of the policy; or
      iv. advise the Board that significant changes in substance or intent are necessary. In this case, procedures as outlined in Section B will be followed.

2. Policy Development and Policy Amendment
   a. The steps in policy development or amendment that will normally be followed are:
      i. Proposed policies or policy amendment will be developed under the direction of the Board by the Policy Committee. The Policy Committee may meet with stakeholders as part of the development process.
      ii. Proposed policy or policy amendment will then be referred to the Board.
   b. Comments or suggestions on a proposed policy or policy amendment submitted to the Superintendent will be forwarded to the Policy Committee for discussion.
   c. Secretary to the Policy Committee (or designate) will make policies under development available to staff.
   d. If the proposed policy or policy amendment is not approved by the Board, the Board may:
      i. approve the policy in its original form;
      ii. amend the policy and then move approval of the amended policy;
      iii. refer the policy to the Policy Committee with instructions for reconsideration;
      iv. take no further action.

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

Reference

Education Act
Access to Information Act
Protection of Privacy Act

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
1060
ROLE OF THE BOARD
FOUNDATIONS AND PHILOSOPHY

Adopted: June 15, 2015
Revised: April 22, 2024
Review: 2029

Role of the Board of Directors

Background/Purpose

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

Policy Statement

The Board, as a representative of the parents and other stakeholders of the school, is a governing decision-maker and direction-setter. The Board:

- integrates information from many sources;
- processes that information;
- evaluates the information and makes a decision compatible with the school's beliefs, values and goals as reflected in its Charter and "Foundations and Philosophy" policy statements.

Guidelines

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

- accountability to the Minister of Education on the operation of Aurora and the adherence, pursuit, and/or attainment of Aurora's vision, mission, values, goals, and objectives.
- representing the interests of the school community and reflecting the values of that community in its decision making;
- serving as an advocate for and steward of the school;
- responding to media requests via the Board Chair;
- setting priorities and policies to provide leadership and overall direction for the school;
- allocating resources for the school to fulfill its responsibilities;
- monitoring the implementation of policies;
- monitoring the results achieved by the school;
- reporting the results achieved to its public;
- hiring and evaluating the Superintendent of Schools

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY

2030 BOARD ENGAGEMENT PROTOCOLS

GOVERNANCE AND OPERATIONS

Adopted: June 15, 2015
Revised: October 22, 2026
Review: 2031

Background/Purpose:

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

This policy is in place to:

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

Board communications are:

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

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

Guidelines:

1. **Formal Board Communications**
   a. Media or public inquiries relating to Board governance, Board decisions, or official Board positions shall be directed to the Board Chair or designated Board spokesperson.
   b. Media or public inquiries relating to school operations shall be directed to the Superintendent or designate.
   c. The Board Chair communicates on behalf of, and represents, the Board of Directors.
   d. Individual members of the Board of Directors refer inquiries to the Board Chair or Superintendent, as appropriate. This applies to event invitations, media, public, management, staff and other requests and communications.

2. **Informal Board Communications**
   a. Individual Directors may have informal communications, including with staff, parents/guardians, and other community members. In doing so, Directors must make clear that they are not speaking on behalf of the Board unless authorised to do so. Directors shall not make commitments, provide operational direction, disclose confidential information, or intervene in matters that should proceed through established school or administrative channels.
   b. If specific operational issues arise, It is appropriate for the Director to direct the individual to the appropriate communication channels in accordance with Board Policy 2035 and 2090 BP: Access to Information and Protection of Privacy Policy
3. **Media Relations**
   a. In the interest of keeping Directors aware of issues, the Board Chair and Superintendent will share relevant media and other emerging communications issues or requests.
   b. In instances where the issues are high profile or contentious, the Board Chair and/or Superintendent will ensure that Directors receive key messages in a timely manner.
   c. Directors will refer any requests for media interviews to the Board Chair and Superintendent.
   d. Media requests for information may require a timely response and will be handled on a priority basis.
   e. The Board Chair and Superintendent may be required to respond during a crisis situation.
      i. The Emergency Response Plan and Crisis Policy outline overall organizational protocol in such situations.

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

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

Accountability:

Superintendent.

References:

Education Act
Alberta Charter Schools Regulation
Aurora School Ltd. Charter
Access to Information Act
Protection of Privacy Act

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2040
CODE OF CONDUCT FOR MEMBERS
GOVERNANCE AND OPERATIONS

Adopted: October 7, 1997
Revised: April 23, 2026
Review: 2031

Background/Purpose

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

Definitions

"Members" means:
1. Members of the Aurora School Ltd. Board of Directors;
2. Parents and Guardians of AACS students

Policy Statament

This Code of Conduct applies to all Members of Aurora School Ltd., including Board members and parents/guardians. Matters related to the governance role of Board members are governed by a separate Board Code of Conduct. This policy applies to Board members only in their capacity as parents or general Members of the school community.

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

Guidelines

1. Members are expected to be actively involved in their child's school work and progress, encourage and assist their child in following all the school rules, and assist school staff in dealing with disciplinary issues involving their child.
   Members are expected to support regular student attendance and engagement in the educational program, recognising that participation is a foundational condition of enrolment at AACS.
2. Members are expected to engage in courteous and respectful communication with administrators, staff, and other Members. This includes using appropriate language and tone in all verbal, written, and digital interactions; listening actively and responding thoughtfully; and addressing disagreements constructively.
   Members should avoid aggressive, demeaning, or disruptive behaviour and ensure that their interactions contribute to a positive and professional school environment.
3. Members must declare and avoid any conflict of interest.
4. Failure to adhere to established communication protocols may constitute a breach of this Code of Conduct.
5. Members shall adhere to established lines of communication as outlined in Appendix I: Communication Matrix. Concerns must be addressed first with the staff member directly involved.
   If the matter remains unresolved, escalation shall proceed sequentially to the staff member's supervisor, then to the Superintendent, and finally to the Board of Directors, in accordance with the Communication Matrix. Where a formal right of appeal exists under Board policy or legislation, the Appeal Procedure (BP 2150) shall apply.

Members shall not bypass established communication channels, nor direct operational matters to the Board in the first instance. The Board will not consider concerns that have not followed the prescribed communication process, except in matters involving immediate safety, legal compliance, or serious misconduct.

Failure to adhere to established communication protocols may constitute a breach of this Code of Conduct.

6. Where a Member engages in conduct that breaches this Code of Conduct, the Superintendent may take appropriate administrative action, which may include, but is not limited to:
    a. verbal or written warning;
    b. restriction of access to specific areas of school property;
    c. requirement that communication occur through designated channels;
    d. denial of access to school property and school-sanctioned events and activities;

   Administrative decisions under this policy shall be consistent with the Education Act and applicable Board policies.
7. Board members must avoid using their position to influence school operations or staff decisions outside of formal Board channels. When acting as a parent, Board members must follow the same communication protocols and escalation procedures as all other Members.

Accountability:

Superintendent and Board of Directors.

References:

Education Act (Alberta), Sections 32 and 33
Charter Schools Handbook
1030 BP: Board Code of Conduct
2040 BP: Code of Conduct for Members
2150 BP: Appeal Procedure
6035 BP: Student Code of Conduct
6040 BP: Student Discipline
6170 BP: Extended Absences

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
2040
CODE OF CONDUCT FOR MEMBERS
GOVERNANCE AND OPERATIONS

Adopted: September 4, 2019
Revised: May 3, 2026
Review: 2031

Code of Conduct for Members

Objective

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

Definitions

"Members" may also mean:

1. Members of the Aurora School Ltd. Board of Directors;
2. Members of the AACS School Council(s)
3. Parents and Guardians of AACS students

Responsibility

Principal(s)

Regulation

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

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

Parents are expected to participate in scheduled meetings related to student progress, attendance, intervention planning, or placement review processes when requested by school administration.

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

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

Failure to engage in collaborative processes intended to support student success, including attendance improvement or intervention planning, may be considered interference with school operations.

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

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

Persistent criticism of or interference with school programs, teacher performance, attendance processes, or intervention measures that is unwarranted and/or unsubstantiated will not be tolerated.

The principal shall:

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

    This authority may also apply in circumstances where persistent non-compliance or interference significantly impedes the school's ability to implement educational, attendance, or placement interventions.

References:

Education Act
BP 2040 Code of Conduct for Parents/Members

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY
2040.2
CODE OF CONDUCT FOR NON-TEACHING STAFF
GOVERNANCE AND OPERATIONS

Adopted: September 29, 2005
Revised: February 27, 2023
Review: 2028

Code of Conduct for Non-Teaching Staff

Background/Purpose

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

Policy Statement

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

Guidelines

1. Non-teaching staff must ensure proper and ethical communication and work directly with the person with whom any question or concern has arisen. Should the member remain unsatisfied, they may escalate the situation to the staff member's supervisor. Escalation may continue until the member is satisfied or until the Board of Directors has ruled on the matter.

2. Non-teaching staff must represent loyalty to the interests of Aurora School.
    a. This loyalty supersedes the interests of advocacy or special interest groups.

3. Non-teaching staff must avoid any conflict of interest with respect to their fiduciary responsibility.
    a. There must be no self-dealing or any conduct of private business or personal services between any non-teaching staff and Aurora School, except as procedurally controlled to assure openness, competitive opportunity, and equal access to otherwise "inside" information.
    b. Non-teaching staff must not use their positions to obtain for their family members employment with Aurora School.

4. Non-teaching staff do not have the authority to exercise individual authority over the organization except as explicitly set forth in Aurora School policies or bylaws.
    a. Non-teaching staff interacting with the Principal(s), Superintendent, and other staff must recognize the lack of authority in any person or group of persons, except as noted above.
    b. Non-teaching staff interaction with the public, press, or other entities must recognize the same limitation and their inability to speak for Aurora School.
    c. Non-teaching staff will make no judgements of the Principals', Superintendent's or other staff member's performance except as the performance is assessed against explicit Aurora School policies or bylaws by the official process.

5. Non-teaching staff cannot use Aurora School information for their own direct benefit or advantage. This requires that such information be kept confidential whenever required in the best interest of Aurora School.
    a. That part of a meeting wherein financial information, negotiation strategies, or personal matters may be disclosed shall be kept confidential. The proceedings of any meeting of Aurora School or of any committee which are conducted in private – or any records – shall be kept in confidence by all non-teaching staff of Aurora School.

6. Non-teaching staff will deal with outside entities or individuals, with members, and with all staff in a manner that reflects fair play, ethics, and straightforward communication.

7. Non-teaching staff members must strive toward absolute integrity in their relationships with parents and staff. They must not knowingly or carelessly by omission or commission misinform or mislead, withhold information that should be disclosed, or do anything else to cast doubt upon the honesty, integrity, or motives of any individual within the school community.

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

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

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

Accountability:
Superintendent and Board of Directors

References:
Education Act

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2041
CONFLICT OF INTEREST
GOVERNANCE AND OPERATIONS

Adopted: October 2, 1997
Revised: June 19, 2023
Review: 2028

Conflict of Interest

Background/Purpose

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

Definitions:

Pecuniary interest means, with respect to a person, an interest in a matter that could monetarily affect the person or the corporation in which the person is a shareholder, director or officer.

Cooling-off Period: the period of time during which an individual cannot be employed within the organization or serve on the Board of Directors.

Policy Statement

The Education Act provides that a Board member shall disclose any pecuniary interest and abstain from discussing and voting on certain matters. Every member of the Aurora School Ltd. who has directly or indirectly any interest in any contract or transaction or any business or undertaking that provides supplies or services of any kind to Aurora School Ltd. shall declare their material interest in the forgoing. They then will absent themself from discussion and voting on such contract or transaction.

Guidelines

1. If a member has made a declaration in compliance with the above provisions and he/she has not voted in respect of the contract or transactions, and if he/she has acted honestly and in good faith, he/she is not accountable to the Board for any profit or gain realized and the contract or transaction is not voided.
    a. The above provisions apply to the members of the various Committees of the Board of Directors. Each committee member in order to make sufficient disclosure is required to do so not only to the committee members, but also to the Board of Directors in writing. Where possible, this disclosure should take place prior to Board or committee discussions of the subject matter, which may place the member in conflict of interest.
    b. All nominees for election or appointment to committees of the Board of Directors or representative on affiliated groups, including the School Council shall declare in writing all possible potential conflict of interest. These shall be made known to the Board of Directors prior to election/appointment.

2. A conflict of interest shall exist where a member of the Board of Directors or any of its committees is privy to information that may be construed as confidential and of benefit to that individual or any organization with which they may be associated. In such situations, a member shall be required to give an undertaking that such information be kept confidential.

3. It is a requirement for any individual who serves as an employee to abide by a cooling-off period of 18 months before accepting a position as a Board Member. Likewise, a sitting Board Member must observe a cooling-off period of 18 months before accepting a position as an employee.

4. Nothing in this section shall prevent a member from briefly stating their position or interest in the matter or answering relevant questions from other members.

5. It shall be the responsibility of the Board or committee secretary to record in the minutes the member's declaration.

Accountability

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

References

Section 14, Charter School Regulations
BP1030: Board Code of Conduct Policy

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2051
ROLE OF THE SUPERINTENDENT
GOVERNANCE AND OPERATIONS

Adopted: June 17, 2008
Revised: April 17, 2023
Review: 2028

Role of the Superintendent

Background/Purpose

The Superintendent is a critical funconary and plays an integral role in the administration and operations of Aurora School. This policy provides guidance and clarity of the Superintendent's role pursuant to the Education Act.

Policy Statement

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

Guidelines

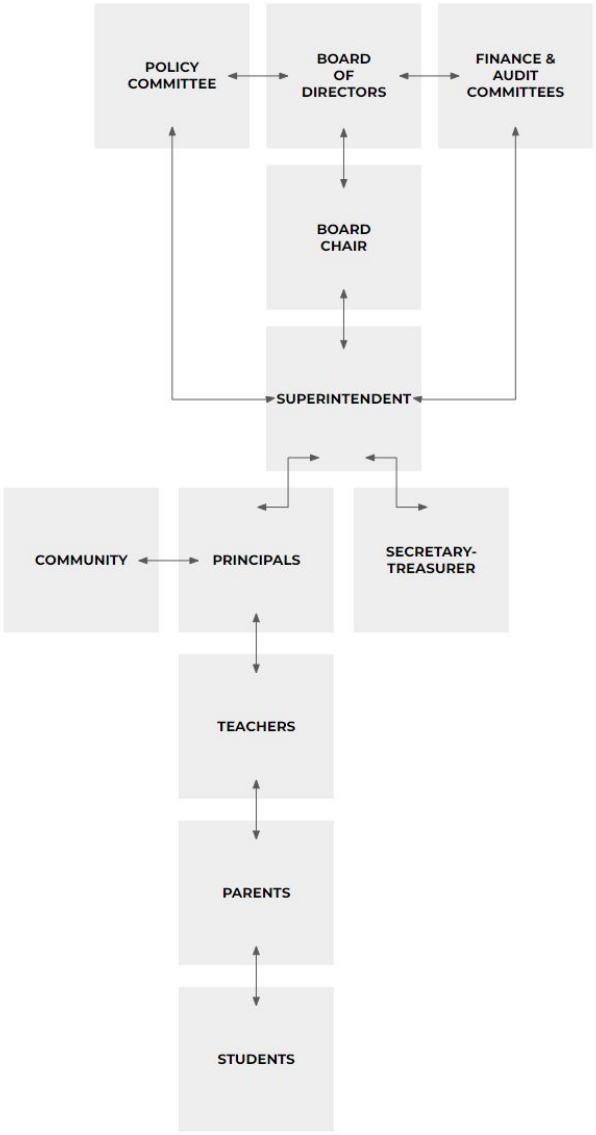
1. The Superintendent's primary roles are to:
    a. supervise the operation of Aurora School and the delivery of educational programs
    b. implement educational policies established by the Minister, and Alberta Education
    c. ensure that Aurora School students are given the opportunity to meet the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

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

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

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

5. The Superintendent shall build and maintain strong relationships with educational partners, through such activities as:
    a. Participation in the College of Alberta School Superintendents;
    b. Attendance in The Association of Alberta Public Charter Schools
    c. Creation, participation, and dissemination of research, as noted above.
    d. The Superintendent must ensure proper and ethical communication and work directly with the person with whom any question or concern has arisen as outlined in Appendix I: Communication Matrix.



Accountability

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

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2052
EVALUATION OF THE SUPERINTENDENT
GOVERNANCE AND OPERATIONS

Adopted:	October 21, 2008
Revised:	January 20, 2022
Review:	2027

Evaluation of the Superintendent

Background/Purpose

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

Policy Statement

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

Guidelines

1. Each fall, the Board will formally review the Superintendent's performance for the preceding school year. The Superintendent's performance review will begin each year no later than March and conclude by June and a report will be made to the Board at their June board meeting. The review will be guided by the Superintendent Leadership Quality Standard document.

2. Every third year or sooner, or as the Board deems necessary, the Board shall retain the services of an independent consultant to conduct a complete review of the Superintendent's performance. The consultant will independently plan and implement the review including the selection of individuals to participate in the review.

Accountability:

Monitored annually by the Board of Directors.

References:

Superintendent Leadership Quality Standard (September 1, 2019)

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2060
ROLE AND SUPERVISION OF SCHOOL-BASED ADMINISTRATION
GOVERNANCE AND OPERATIONS

Adopted: October 2, 1997
Revised: April 17, 2025
Review: 2030

Role and Supervision of School-Based Administration

Background/Purpose

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

Policy Statement

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

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

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

c. Duties of the Principals
   1. The Principals shall provide opportunities for the staff and School Council to provide advice on school-based decisions related to any matter related to school operations. This includes advice on:
      a. programs, instructional services, and co-curricular activities; and
      b. the allocation of funds to support the programs, instructional services and co-curricular activities.
   2. By September 30 of each year, the Principals will provide an overview of the key duties of each member of the administration team. Roles and responsibilities may be adjusted throughout the year as necessary, with timely communication to staff.

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

Accountability:

Annually by Superintendent for Principals and Principals for Assistant Principals.

References:

Alberta *Education Act*
Alberta Education Leadership Quality Standard

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
2060
ROLE AND SUPERVISION OF SCHOOL-BASED ADMINISTRATION
GOVERNANCE AND OPERATIONS

Adopted: October 13, 2015
Revised: May 20, 2020
Review: 2025

Role and Supervision of School-Based Administration

Objective:

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

Responsibility:

Superintendent and Principals

Regulation:

1. The Principals will develop their professional growth plan and annual goals to reflect Aurora School leadership commitments as addressed in policy and in alignment with the Alberta Education Leadership Quality Standard.

2. The Principals report directly to the Superintendent who is responsible for the supervision and evaluation of the Principals. Performance review will be undertaken annually by the Superintendent. The performance review will be based on Aurora policies and regulations, the Alberta Education Leadership Quality Standard, and the Education Act.

3. The Principals will provide action plans that reflect the findings of the annual review. Should there be major performance issues, these will be communicated in writing by the Superintendent and/or designate at a time frame provided to address such issues with appropriate support provided. 4. The Principals will provide annual written performance review of Assistant Principals to the Superintendent by June 30th of each year.

References:

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

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY

2062 ADMINISTRATIVE AND LEADERSHIP STAFFING

GOVERNANCE AND OPERATIONS

Adopted: February 26, 2014
Revised: March 19, 2026
Review: 2031

Background/Purpose

It is recognized that the recruitment and selection of senior administration are critical to the educational program and operations of Aurora School.

Policy Statement

Recruitment and selection of senior administrative personnel is a shared responsibility between the Board and the Superintendent. Strong leadership and administration for the school are essential to the effective and efficient operation of the Aurora School.

The Aurora Board of Directors believes that filling administrative vacancies should be completed through selection procedures that are fair, objective, and based on merit.

Formula for Adding Additional Administrative FTE:

- For schools with 101 to 250 students, 1.0 FTE
- For schools with more than 250 students, a 1.0 FTE Administrator per 250 pupils will be appointed on a prorated basis.
- New schools opened by the Authority shall receive a 1.5 allocation factor for school-based administration in recognition of the additional organisational, operational, and leadership demands associated with school start-up.Each ECS student shall be considered as one pupil.

Guidelines

- The Board has the sole authority to recruit and select an individual for the position of Superintendent. This includes assuming the sole responsibility for initiating the advertising process and will make every reasonable effort to ensure all current employees are made aware of staff vacancies.
- Recruitment and selection of the Secretary-Treasurer is a shared responsibility of the Board and Superintendent.
- While the staffing of personnel in Central Office (other than that of the Superintendent and Secretary-Treasurer) is the responsibility of the Superintendent, the composition and organization of Central Office is a shared responsibility between the board and Superintendent.
- Each of these established positions shall have a role description, and each person occupying one of these positions shall have a written contract of employment.
- The following process will be followed for the selection of the Secretary-Treasurer position and principal position(s).
    - The Board shall name two Directors to serve on the Selection Committee;
    - The Superintendent or designate and one to two additional individuals selected by the Superintendent shall also serve on the Selection Committee;
    - The successful candidate must be supported by a majority of the Selection Committee.
    - The Superintendent or designate must be one of the votes in the majority.

The Superintendent is delegated full authority to determine contract renewals for the Secretary-Treasurer and other senior administrator direct reports.

Accountability:

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

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2070
ROLE OF THE TEACHER
GOVERNANCE AND OPERATIONS

Adopted: February 1, 1999
Revised: November 19, 2026
Review: 2031

Role of the Teacher

Background/Purpose

The role of the teacher should reflect AACS's philosophy and organisation.

Policy Statement

Teachers have a foundational role in supporting the academic and social development of students.

Guidelines

1. In addition to following the Teaching Quality Standard, the teacher is responsible for:
    a. achieving the mission and educational goals established for AACS as stated in the charter;
    b. implementing Board policies and administrative directives within the contractual agreement;
    c. maintaining professional relationships with school staff, students, parents and other affiliated groups or organisations;
    d. instructing students using direct instruction methodology, in keeping with the AACS Direct Instruction Model;
    e. instructing from a student-centred approach;
    f. implementing curriculum from the AACS Scope & Sequence in addition to the Alberta Program of Studies;
    g. acting in collaboration with school administration as a partner in research and innovation;
    h. following the AACS Assessment Framework and reporting requirements; and
    i. ensuring the confidentiality of school operations, consistent with authority expectations, professional practice, the Protection of Privacy Act and the Access to Information Act.

Accountability

Principals and Superintendent

References

Education Act, section 196(1) and (2)
Protection of Privacy Act
Access to Information Act
Teaching Quality Standard
Leadership Quality Standard
Superintendent Leadership Quality Standard

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2075 ORGANISATIONAL ASSESSMENT
GOVERNANCE AND OPERATIONS

Adopted: January 20, 2025
Revised:
Review: 2028

Background/Purpose

To ensure the continued success and sustainability of the Aurora Academic Charter School (AACS), a comprehensive organisational assessment will be conducted regularly to evaluate all aspects of operations. This independent assessment will review stakeholder engagement, operational processes, and organisational risks, with findings guiding strategic improvements and alignment with the AACS mission and goals.

Policy Statement

AACS is committed to undergoing independent, third-party assessments to provide an impartial evaluation of organisational performance, risk factors, and alignment with its foundational mission.

Guidelines:

1. Frequency and Scope
    - Assessments will occur every three years, aligning with the strategic planning cycle.
    - Reviews will cover all key areas, including:
        - Governance: Board of Directors and leadership performance.
        - Education: Instructional quality, curriculum alignment, and student outcomes.
        - Operations: Facility and transportation management.
        - Finances: Financial health and sustainability.
        - Stakeholders: Experiences of students, parents, staff, alumni, and community partners.
        - Risks: Identification and analysis of organisational risk indicators.

2. Independent Oversight
    - Assessments will be conducted by a qualified third party to ensure objectivity.
    - The Superintendent will commission the assessment on behalf of the Board of Directors.

3. Stakeholder Engagement
    - Input will be gathered from all stakeholders through surveys, interviews, and focus groups, including:
        - Students
        - Parents
        - Staff (teachers, support personnel, and administration)
        - Board members
        - Community partners and alumni
    - Comprehensive feedback will be integrated into assessment findings and strategic planning.

4. Data Collection and Risk Analysis
    - Tools such as internal audits, program evaluations, and financial performance reports will be utilised.
    - Risk indicators will be systematically identified and assessed, including operational vulnerabilities, governance challenges, and external threats.

5. Strategic Action Plan Development
    - The Superintendent and the Board of Directors will use the third-party report to develop a detailed Strategic Action Plan, specifying priorities, timelines, accountability measures, and resources.
    - The Board of Directors will monitor implementation and report progress annually.

6. Monitoring and Continuous Improvement
    - The Superintendent will provide regular updates to the Board of Directors, highlighting progress and addressing any identified risks.
    - Key performance indicators (KPIs) will be established to evaluate the impact of implemented strategies.

ACCOUNTABILITY

Monitored annually by the Board of Directors and reported by the Superintendent.

REFERENCES

Aurora School Charter Document
Education Act
BP 1040: AACS Policy Making
BP 2051: Role of the Superintendent

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
2080
MINUTES AND RECORDS
GOVERNANCE AND OPERATIONS

Adopted:	May 13, 1998
Revised:	September 18, 2025
Review:	2030

Minutes and Records

Background/Purpose

Boards are required to maintain records of all proceedings of Board meetings and Board Committee meetings including agenda and minutes. In addition, the approved budget, Articles of Association, policies and financial statements are available to the public.

Policy Statement

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

Guidelines

1. The following records and documents will be made available to our membership and the public upon request:
   a. The approved agendas and minutes of public Board meetings;
   b. The annual budget approved by the Board;
   c. Audited financial statements for the previous year's operations.

2. The Board Secretary or their designate is responsible for the maintenance of Board and Board Committee recorded minutes and records.

3. The Board Secretary is responsible for responding to requests from school employees or members for public documents and records

Accountability:

Annual monitoring by Board of Directors.

AURORA ACADEMIC
CHARTER SCHOOL

Administrative Regulation
2080
Minutes and Records
GOVERNANCE AND OPERATIONS

Adopted: September 24, 2025
Revised:
Review: 2030

Minutes and Records

Background/Purpose

This regulation supports Board Policy 2080 – *Minutes and Records* – by providing operational procedures for the creation, maintenance, storage, and accessibility of minutes and records of Board and Board Committee meetings.

Responsibilities

Board Secretary (or Designate)

- Ensure that minutes of all Board and Board Committee meetings are prepared, reviewed, and approved according to the timelines established by the Board.
- Maintain accurate, secure records of all approved minutes, agendas, bylaws, budgets, accounts, and audited financial statements.
- Respond to employee and public requests for copies of public documents in compliance with the Access to Information Act(ATIA) and Protection of Privacy Act(POPA).

Administration

- Provide timely information and documentation required for inclusion in agendas and minutes.
- Ensure confidentiality of in-camera and personnel-related records and confirm that such records are stored separately from public documents.

Procedures

Preparation of Minutes

- Draft minutes must be prepared within five business days of a meeting.
- Draft minutes will be circulated to Board members for review before the next scheduled meeting.
- Final minutes will be approved by Board motion and signed by the Board Chair and Secretary (or designate).

Record Retention

- All records must be maintained in accordance with the school's Record Retention Schedule and POPA and ATIA requirements.
- In-camera minutes must be stored in a secure, access-controlled location.

Monitoring & Accountability

- The Board of Directors will annually review compliance with this regulation as part of its monitoring process for Board Policy 2080.
- The Superintendent will ensure that procedures are followed and that staff are aware of their roles and responsibilities.

AURORA ACADEMIC
CHARTER SCHOOL

Board Policy

2090
ACCESS TO INFORMATION AND PROTECTION OF PRIVACY

GOVERNANCE AND OPERATIONS

Adopted:	Septembe 17, 2026
Revised:	
Review:	2031

Purpose

This policy establishes the guiding framework to manage information responsibly and in compliance with Alberta's *Access to Information Act* and *Protection of Privacy Act*. The Authority will protect personal information, provide access to information as required by legislation, and establish consistent practices for the collection, use, disclosure, retention, and management of information.

Scope

This policy applies to:

a) the Authority Board members, staff, contractors, volunteers, student interns, and any other individuals acting on behalf of the Authority;

b) all recorded information, in whatever form or medium created, received, maintained, or used in the course of carrying out the Authority's mandated functions and activities; and

c) all facilities, systems, and equipment used to collect, access, process, transmit, store, or manage Authority information;

d) individuals have a right of access to records in the custody or control of the Authority, as provided by legislation. Individuals also have a right of access to their own personal information, subject to limited and specific exceptions set out in legislation.

Goals and Principles

The Authority is committed to protecting the privacy of individuals, including students, students' families, and employees. To that end, the Authority has implemented a privacy and access program to meet the following goals and principles:

a) **Privacy and Access Officer**
The Authority designates a position and an individual who are accountable for implementing and maintaining access to information and privacy for information in the Authority's custody or control. This position resides with the Superintendent and/or his/her designee.

b) **Openness**
AACS develops and adheres to access, privacy, and security policies and practices that comply with applicable legislation. Such policies and practices are publicly available. The Authority has a process for making its privacy management program and personal information available.

c) **Collection of Personal Information**
The Authority collects personal information only for authorised purposes and collects the minimum amount of personal information necessary to achieve the highest degree of anonymity required for the authorised purpose.

d) **Identifying Purpose**
When collecting personal information directly from an individual, the individual is informed of the purpose for which the information is collected. Informed agreement by an individual, or by the individual's authorised representative, where required by legislation, to the use or disclosure of the individual's personal information held by a public body. Consent may be revoked by the individual or authorised representative at any time, subject to any limits established by legislation.

e. **Limited Use, and Disclosure of Personal Information**
Personal information is only used and disclosed in accordance with the purpose for which it was collected, unless alternate use or disclosure is authorised or required by law, or with the knowledge and consent of the subject individual.

f. **Accuracy**
The Authority makes all reasonable efforts to ensure that both general information and personal information created or received by the Authority are accurate and complete. Individuals who believe there is an error or omission in their personal information have a right to request correction or amendment of the information.

g. **Right of Access**
Individuals have a right of access to records concerning their own personal information that is in the custody or control of the Authority, subject to limited and specific exceptions set out in legislation.

h. **Safeguards**
The Authority protects personal information in its custody or control by deploying security measures and practices to prevent unauthorized access, collection, use, disclosure, copying, modification, disposal, or destruction. When required, the Authority also conducts Privacy Impact Assessments for new or changed programs or systems that involve personal information.

i. **Notification to Disclose**
AACS will respond to suspected or confirmed privacy breaches in accordance with legislation and the AACS privacy breach response procedures. Where required by legislation, including where there is a real risk of significant harm, AACS will notify affected individuals and report the breach to the Office of the Information and Privacy Commissioner and Minister of Technology and Innovation. All AACS employees, contractors, volunteers, and service providers must report suspected privacy breaches to the Privacy and Access Officer immediately upon discovery.

j. **Compliance Challenges**
Individuals are encouraged to bring any concerns or issues regarding privacy and access at the Authority to the Privacy and Access Officer for discussion and response. The Privacy and Access Officer will investigate and respond to the individual. Individuals may appeal to the Information and Privacy Commissioner of Alberta to review or investigate the Authority's right of access or correction responses, or any policies or practices that they feel are not in compliance with legislative requirements.

Quality Controls

a. **Policy and Procedures Review**
The Authority reviews privacy, access, and security policies and procedures periodically to ensure that they are effective and align with legislative, regulatory, or the Authority's functional developments and changes.

b. **Training and Communication**
All the Authority employees, contractors, and volunteers are provided with training resources/professional development on an ongoing basis to ensure they adequately understand and can implement all aspects of the Privacy, Access, and Security program.

Training resources are reviewed in accordance with the policy review schedule to ensure they are effective and aligned with legislative, regulatory, or the Authority's functional developments and changes.

c. **Privacy, Access, and Security Monitoring and Assessment**
Systems, circumstances, practices, or repositories that pose a potential risk or gap in standards relating to the privacy, accessibility, usability, integrity, retention, continuity, and security of the Authority's information are identified, monitored, and assessed to determine the extent of the risk and the required mitigation.

The Authority has established requirements for monitoring and review of electronic systems that collect, use, disclose or store personal information, data derived from personal information, and non-personal data.

Roles and Responsibilities

a. **Board of Directors**
The Board of Directors is responsible for ensuring that information governance policy and practices in the Authority are aligned with governing mandates, standards, and planning.

b. **Head of Authority**
Unless otherwise delegated, the Head of the Authority is responsible for all obligations and discretionary decision-making under ATIA and POPA. The Head of the Authority is recognised as the Superintendent of Schools. The Head has delegated powers, duties, and obligations under ATIA and POPA to the Privacy and Access Officer, in accordance with the functions and activities set out in the policy and current legislation.

c) Privacy and Access Officer (PAO)

The Secretary-Treasurer is delegated by the Head to serve as the PAO. The PAO is responsible for the overall management and coordination of privacy, security and access to information with the Authority in accordance with the delegation order (Appendix 1). The PAO is responsible for the following functions and activities:

Program Management

(i) Ensuring that privacy, access and security program policies and procedures are developed, maintained, and updated, compliant with legislation.
(ii) Developing and completing quality assurance processes for the implementation of the Authority organisation's privacy and access management.
(iii) Providing training and resources so that the Authority employees, volunteers and contracted personnel are fully knowledgeable of their privacy and access duties, roles, responsibilities and practices in compliance with policy and legislation.
(iv) Representing the Authority in dealings with third parties, the provincial government, and the Office of the Privacy Commissioner of Alberta, as necessary.
(v) Setting the cost for access to information inquiries by the public for information other than their personal information. This cost will reflect the current staffing costs to process such inquiries.

Right of Access, Correction, and Complaints

(vi) Responding to requests for access to information, including, as necessary, assessment of fees, time extensions, disregarding requests, transfer of requests, duty to assist applicants, application of exceptions, third-party notifications and public interest disclosure notice.
(vii) Responding to requests for correction of personal information, including, as necessary, transfer of requests, correcting personal information, annotating personal information, and notifying recipients.
(viii) Responding to requests for review of the handling of an access request or a privacy complaint, including, as necessary, complaint submission, duty to assist the applicant, communicating with the Office of the Information and Privacy Commissioner (OIPC), investigation, and responding to the applicant.

Privacy and Security

(ix) In consultation with the Authority employees, providing advice, interpretation and implementation of applicable legislation regarding personal information, including release / non-release, collection, use and disclosure of personal information.
(x) Maintaining the security, protection, and accuracy of personal information in the custody or control of the Authority in compliance with legislation and policy.
(xi) Directing the response to privacy breaches of personal information at the Authority and its facilities in line with legislation and the Privacy Breach Response Policy, including notification to affected individuals when there exists a real risk of significant harm as a result of the breach.
(xii) Final approval of Privacy Impact Assessments (PIAs) for the Authority for project-specific personal information systems and practices.
(xiii) Developing and maintaining a directory of Personal Information Banks and other registries required for identifying and tracking the collection, use, disclosure and security of personal information.

d) AACS Information Technology Management

IT Management, in coordination with the PAO, for all systems, networks and applications:
(i) implements and deploys privacy and security measures;
(ii) completes risk and mitigation assessments, including privacy impact assessments;
(iii) monitors and detects security threats;
(iv) assists in the response to privacy breaches.

Management Including Principals

Senior Administration and Principals are responsible for implementing privacy and security policies and practices within their functional areas and are accountable for adherence to all policies by their employees and contracted third parties. Management:

a. supports their employees awareness of and training on privacy and security policies and procedures;
b. implements privacy and security standards and processes in compliance with policy as they relate to information repositories and operational functions and activities of their area;
c. provides appropriate resources and facilities as needed to support the implementation of privacy and security policy in the department;
d. refers all formal right of access requests for information to the PAO;
e. cooperates and assists in locating and retrieving departmental information relevant to right of access requests;
f. reports gaps in privacy, access and security policy affecting their areas to the PAO;
g. reports any new information repositories or data systems that require registration, assessment, and security classification to the PAO.

AACS Employees

All Authority employees, including interns and volunteers, are responsible for implementing privacy and security measures for all information they create and receive in the course of their functions and activities. Employees:

a. make themselves aware of and adhere to information governance policies and standards;
b. at the time of hire or engagement, complete an oath of confidentiality specific to the employee role;
c. capture, manage, access, release, and protect information in their custody or control according to information governance policy;
d. access, release and protect information in their custody or control according to policy;
e. refer to the PAO all decisions about collection, use, disclosure, and access that are not clearly directed by policy;
f. report all suspected breaches to personal information to the PAO immediately upon discovery;
g. identify and report information security incidents to the appropriate management according to privacy breach procedures.

AACS Service Providers

All Authority service providers are responsible for implementing privacy and security measures for all information they create and receive in the course of their functions and activities. Employees:

a) must meet, at minimum, the privacy and security requirements of Authority and the requirements in POPA;
b) must enter into an agreement outlining requirements in relation to the collection, use, disclosure, storage, protection or disposal of personal information;
c) must ensure Authority maintains control over the information that will be in the custody of the service provider for the services;
d) report all suspected breaches to personal information to the PAO immediately upon discovery; and
e) identify and report information security incidents to the appropriate management according to privacy breach procedures.

DEFINITIONS

Authorized Representative

Any person who can exercise the rights or powers of an individual. This includes the right of access to an individual's personal information and the power to consent to the disclosure of such information. This may include:

a) An executor or administrator of the estate of an individual who is deceased, for purposes of administering the estate;
b) A guardian or trustee of a dependent adult, according to appointment under law;
c) An agent under a personal directive, in accordance with the directive;
d) An individual who is acting under specific provisions of a power of attorney;
e) A guardian of a minor under 18 years of age, excluding mature minors, if the exercise of the rights or powers of the guardian would not be an unreasonable invasion of the personal privacy (Appendix 7) of the minor;
f) An individual acting with the written authorization of an individual.

Collection

To gather, acquire or obtain personal information about an individual, from any source, including third parties.

Common or integrated service or program

A program or service planned, administered, delivered, managed, monitored or evaluated by the Authority working collaboratively with one or more other public bodies or another public body working on behalf of the Authority and one or more other public bodies.

Confidentiality

A condition or status in which collection, use, or disclosure of information is restricted to specific persons for specific purposes. When and how the collection, use and disclosure restrictions are applied and maintained are defined by legislation and policy.

Consent

Informed agreement by an individual or by the individual's authorised representative, where required by legislation, to the use or disclosure of the individual's personal information held by a public body. Consent may be revoked by the individual or authorised representative at any time, subject to any limits established by legislation.

Custody or Control

Custody is the effective physical possession of information; control is responsibility and accountability for making decisions about how the information is handled, regardless of whether the Authority has custody of the information. The Authority has control over any information that any of its officials, employees, or service providers has created or received as part of their mandated functions and activities, regardless of the location of the information or the time of collection, use, or disclosure.

Data Derived from Personal Information

Data created or derived from data matching that identifies individuals whose personal information was used in the data matching process. May include AI (Artificial Intelligence) inferences.

Disclosure

Giving access to or making the personal information in the Authority's custody or control available to a person or organisation external to the Authority.

Employee

All employees, including board members, directors, officers, contractors, students, and volunteers providing services on behalf of the Authority.

High Sensitivity Information

Personal information about an individual that is:

a) Biometric information
b) Financial information
c) Personal information about a minor, senior, or vulnerable person

Individual

Any person, living or deceased, regardless of residency, citizenship, or status. In addition, the authorised representative of the individual.

Personal Information

Information about an identifiable individual, including

a) Name
b) Address, telephone, email, or contact information*
c) Race
d) National or ethnic origin
e) Colour
f) Religion
g) Political beliefs or associations
h) Age
i) Sex
j) Marital status
k) Family status
l) Identifying numbers
m) Fingerprints or blood type
n) Educational, financial, employment, and criminal records
o) Opinions about the individual
p) Individual's personal views or opinions (except opinions about others)

*Home or business address, telephone, email, or other contact information of an employee of a public body, or any individual, is not personal information, if it is provided on behalf of the employer in the individual's capacity as employee or agent.

Personal information under ATIA and POPA that is not normally excepted from disclosure:

a) Opinions contained in work product
b) Classification, salary range, discretionary benefits, or employment responsibilities of public body employees
c) Financial and other details of a contract to supply goods or services to a public body
d) Information about a license, permit, financial or other discretionary benefit granted to an individual by a public body
e) Information is about an individual who has been dead for 25 years or more
f) Information is about an individual's enrolment at a school, attendance at a public event, or receipt of an award granted by a public body

Personal Information Bank (PIB)

An information repository that is organised or retrievable by an individual's name or other identifier.

Privacy Impact Assessment (PIA)

A review and explanation of proposed changes in practices, programs or information systems affecting the collection, use, disclosure, or security of personal information under the custody or control of a public body. At the early stages, the PIA will identify practices and risks that should be addressed, amended or mitigated before implementation of the program or system.

Reasonable Security Arrangements

Administrative, physical and technical safeguards to protect personal information, data derived from personal information and non-personal data in the custody or under the control of the Authority that are appropriate and proportional with the security classification level of the information and in the case of non-personal data, ensure to the extent possible, that the identity of the an individual who is the subject of non-personal data cannot be re-identified from the data.

Record

Information in any form, including any electronic record or other record in any form in which information is contained or stored, including information in any written, graphic, electronic, digital, photographic, audio or other medium, but does not include any software or other mechanism used to store or produce the record.

Use

Use of information by the Authority employees for an authorised purpose that is authorised by policy or law.

Appendix 1: Delegation Order AACS

DELEGATION

Aurora Academic Charter School Authority, Aurora School Ltd.

Privacy and Access to Information Powers, Duties and Functions

Privacy and Access Officer/ Secretary-Treasurer

Pursuant to section 87 of the *Access to Information Act* and section 55 of the *Protection of Privacy Act,* I hereby delegate my powers, duties and functions as head of the public body to the persons who hold the position of _____, and to the extent, set out in the Schedule A, subject to the following conditions:

1) that the person to whom my powers, duties or functions are delegated is bound in the exercise of those powers, duties or functions by the jurisdictional, legislative and administrative limitations to which I am subject;

2) that the powers, duties or functions delegated to any person may also be exercised by another person who holds the person's position in an acting capacity to which he or she has been duly appointed; and

3) that, notwithstanding the delegation of my powers, duties or functions, I may exercise at any time any of the powers, duties or functions delegated.

This delegation is effective as of the date shown below and shall remain in effect until revoked.

This delegation may be revoked or amended.

_____	_____	_____
Name and position title of the Head	Signature	Date

References:
Alberta Education Act
Access to Information Act
Protection of Privacy Act

AURORA ACADEMIC
CHARTER SCHOOL

Board Policy
2150
APPEALS PROCEDURE
GOVERNANCE AND OPERATIONS

Adopted:	May 2001
Revised:	April 23, 2026
Review:	2031

Background/Purpose

AACS favours the timely resolution of disputes or concerns by those involved through the use of cooperative and collaborative processes. In accordance with the Education Act, the Board has established appeal procedures for bringing concerns regarding student matters forward.

Policy Statement

The Board supports the provision of an appeal procedure to allow appeals of decisions made by an AACS employee regarding any matter that may significantly affect a student's education. Appeals may include, but are not limited to, decisions regarding student discipline, attendance interventions, placement reviews, and determinations related to continuing enrolment in the AACS program.

Definitions

1. An appeal means a formal written request asking the Board of Directors to review a decision made by the Superintendent or designate that significantly affects a student's education.
2. Appellant is the student, parent, or legal guardian who submits an appeal under this policy.
3. A decision is the determination made by an AACS employee, including the Principal or Superintendent, that may significantly affect a student's education.
4. An advocate is a person chosen by the appellant to accompany and support them during an appeal hearing. The advocate may provide advice but does not represent the appellant as legal counsel unless otherwise permitted.

Guidelines

1. Students engaging in the appeal process must be either represented by a parent or legal guardian or be at least 16 years of age.
2. Concerns that begin in the classroom should first be discussed with the classroom teacher.
3. Concerns of a student, parent, or legal guardian regarding decisions made that significantly affect the education of a student (including those concerns not resolved at the classroom level) should be discussed with the school Principal.
4. If a satisfactory resolution is not achieved, the student, parent, or legal guardian should be referred to the Superintendent, who will review the decision and recommend the action they deem appropriate. This review may consider attendance records, intervention measures, placement assessments, and the conditions of continuing enrolment, where relevant to the decision under appeal.
5. If the student, parent, or legal guardian wishes to appeal the Superintendent's decision, the Superintendent will inform them of their right to request a review by the Board of Directors in accordance with the Education Act and Board policy.
    5.1. In reviewing appeals related to placement or continuing enrolment, the Board will only consider whether appropriate procedural and administrative fairness were adhered to through a review of available documentation.

6. Upon receipt of the written request for an appeal, the Superintendent will inform the Board of Directors of the request.
7. The Chair of the Board of Directors will advise the student, parent, or legal guardian (in writing) of the date, time, and location of the appeal hearing, and inform the student, parent, or legal guardian of the right to be accompanied by a single advocate (at the parent's expense). The Chair will also notify the Superintendent and the Principal of the date, time, and location of the appeal hearing.
8. The board shall:
    a. Hear the appeal
    b. Call any expert resources required to assist with the decision
    c. Make a decision regarding the disposition of the appeal
    d. Inform the student, parent, or legal guardian, in writing, of their decision within 15 days.
9. As per the Education Act, a parent, legal guardian or student (16 years of age or older) may request in writing that the Minister of Education review a board's decision in the following matters:
    - The provision of specialised supports and services to a student in accordance with section 11(4) (2023) or to a child enrolled in an early childhood services program
    - The expulsion of a student
    - The board responsible for a student or child
    - Access to or the accuracy or completeness of a student record

    Decisions regarding continuing enrolment or placement within the AACS program may be subject to Board appeal processes.

Accountability:

Annual monitoring by the Board of Directors.

References:

Education Act (Alberta), Sections 32 and 33
2040 BP: Code of Conduct for Members
6000 AR: Admittance
6170 AR: Extended Absences
6040 AR: Student Discipline
6130 AR: Student Evaluation

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
3150
SCHOOL FEES
GENERAL SCHOOL ADMISSION

Adopted: January 27, 2011
Revised: September 19, 2022
Review: 2027

School Fees

Background/Purpose

This policy will assure that Aurora Academic Charter School fees and related schedules are compliant with Alberta Education, the School Fees Regulation, and the Education Act expectations and associated regulations.

Policy Statement

Fees may be charged to parents/guardians upon registering their child/children with Aurora School. These fees will follow Alberta Education and Education Act policies and regulations to assure a fair and accountable system for all stakeholders. Aurora School will not charge any fees for textbooks, workbooks or photocopying, printing or paper supplies.

Guidelines

1. The Aurora Superintendent and Secretary-Treasurer, in consultation with Aurora Principals, will annually review the Aurora school fee schedule as part of the budget review process.

2. The Secretary-Treasurer will present the annual fee proposal to the Aurora Board of Directors during the spring budget proposal process. The Secretary-Treasurer will outline the fee schedule, rationale for increasing, decreasing or retaining fees, and any proposal of new fees (if applicable).

3. Following Board approval, a draft fee schedule and rationale for increasing, decreasing or retaining fees will be presented to parents/guardians at the School Council and school website. Input from parents/guardians is requested in a reasonable time frame.

4. The fee schedule defines what the fees cover. Fees charged to parents/guardians may include and are not limited to:
    a. Transportation fees
    b. Technology user fees
    c. Fees for optional courses and related consumables
    d. Field-trips e. Extracurricular fees
    e. Activity fees
    f. Lunch supervision fees
    g. Yearbooks
    h. Other fees to enhance education over and above basic education requirements and accountabilities.

5. In cases of financial hardship, parents may submit a written request to their school principal for one or more fees to be waived for a particular year period. A form for requesting a fee waiver can be found in Aurora Administrative Regulation (AR) 3150. Note: A principal may adapt fee payment schedule or waive particular fees for parent(s)/guardian(s) on a case by case basis when the parent/guardian demonstrates financial difficulty.

6. The Aurora principal will review completed Request for Waiving Fees form and inform parent/guardian within ten (10) working days of receipt of the written request. Requests for waived fees not approved by the principal can be appealed to the Secretary-Treasurer.

7. If for any reason a student for whom fees have been paid, does not utilize benefits for fees collected, the parent/guardian may request in writing that fees be refunded, other than the non-refundable registration deposit. Written requests for fee refunds should be addressed to the Aurora Secretary-Treasurer who will reply within ten (10) working days.

Accountability:

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

References:

Education Act
School Fees Regulation
AR 3150 School Fees

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
3150
SCHOOL FEES
GENERAL SCHOOL ADMISSION

Adopted: October 16, 2017
Revised: September 17, 2018
Review: 2020

School Fees

Background/Purpose

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

Responsibility

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

Regulation

1. Fees and related schedules will be set annually by school administration (Principal) in compliance with Alberta Education policy and approved by Aurora Superintendent, Aurora Board of Directors and Alberta Education;

2. All fees and related schedules will be clear, transparent, and accountable to assure understanding by all stakeholders;

3. All students will have access to our core instructional programs irrespective of fees and related schedules;

4. Fees will be assessed and used for the purposes clearly stated in the respective Aurora Academic Charter School revenue schedule;

5. Fees charged for enhanced educational programs, goods, and/or services must adhere to the direct costs associated with the particular enhancement;

6. School principals must submit annually a proposed fee schedule to the Superintendent and Secretary Treasurer. This fee schedule will include existing fees and any proposed increases or new fees. This fee schedule will be:
    a. Made available to parent(s)/guardian(s);
    b. Contained in the School Annual Report;
    c. Reflect ongoing input from stakeholders (parents, students, staff, School Council, Board of Directors, and Principals);

7. The Principal may waive or adjust fee payments for a student on a case by case basis parent(s)/guardian(s) share clear evidence and proof of financial hardship or for compassionate grounds.

REQUEST FOR WAIVING OF FEES FORM

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

Date: _____

To the Aurora School Principal,

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

This request is being submitted because:
_____
_____
_____
_____

Name of Student: _____ Grade: _____

Address: _____
_____
_____

Parent/Guardian name _____

Parent/Guardian signature _____

Cell Phone Number: _____

Home Phone Number: _____

Home E-mail address: _____

Work Email address: _____

References:

BP 3150 School Fees

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY
3160
CONDUCTING RESEARCH STUDIES
GENERAL SCHOOL ADMINISTRATION

Adopted: June 17, 2020
Revised: September, 18, 2025
Review: 2030

Conducting Research Studies

Background/Purpose

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

Policy Statement

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

Definitions

Research refers to the systematic investigation and study of materials, sources, data, or experiences in order to establish facts, reach new conclusions, or inform decision-making and includes both qualitative and quantitative methods and must follow ethical standards to ensure validity, reliability, and responsible use of findings.

Guidelines

1. The Superintendent or designate will be informed directly about any proposed research projects or surveys in a timely manner.

2. All proposed research projects must successfully complete an AACS ethics review that is approved by the Superintendent, and the Principal(s) of the school(s) involved in the project. All proposed research projects that are affiliated with a post-secondary teaching institution(s) must, in addition, have a successfully approved ethics review for that particular institution(s).

3. Any research project may be terminated at any time by the Superintendent or designate.

4. Upon completion, all research projects conducted at AACS must provide to the Superintendent an abstract, executive summary and complete report of the particular research project and findings.

5. All approved research projects must be considerate of students', teachers', parents', staff and administrators' schedules and work demands so as to not place an unreasonable time or work demand.

6. The total number of research projects conducted concurrently will be limited to those approved by the Superintendent so as to minimize disruption on our teaching and learning programs.

7. Any student, parent, staff member, board member or community stakeholder may opt-out of any approved research project at any time.

Accountability

Any and all research conducted at AACS are accountable to the Superintendent.

Reference

Alberta Education – Alberta Research Network
University of Alberta Research Ethics

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
3500
STUDENT CUMULATIVE RECORDS
GENERAL SCHOOL ADMISSION

Adopted: December 12, 2018
Revised: April 17, 2019
Review: 2024

Student Cumulative Records

Objective

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

Responsibility

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

Regulation
Guidelines and Procedures:

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

b. Student records must be retained for 7 years after graduating Grade 12. Retaining records for longer than 7 years requires the authorization of the board.
c. Disposal and disclosure of student records must be in accordance with the Personal Information Protection Act and the Student Record Regulation.
d. Student records for withdrawn or graduating students are transferred to the receiving school upon request by the School Head Secretaries. Outgoing electronic documents sent by email must be encrypted.
e. For incoming students a request is sent by the School Head Secretaries to the previous education institution. Upon receipt, student records must be saved to the online student record file.

References:

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

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
3700
CRISIS POLICY
GENERAL SCHOOL ADMINISTRATION

Adopted: September 18, 2019
Revised: October 21, 2021
Review: 2026

Crisis Policy

Background/Purpose

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

Policy Statement

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

Aurora School has and maintains a Crisis Intervention Action Guide that anticipates the most probable circumstances of crisis and pre-plans training and response procedures to be followed to minimize harmful or negative effects of the crisis.

Definition

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

Guidelines:

1. Minimizing risk and limitation of harm are fundamental considerations in Trauma-Informed Management Plans.

2. Safety considerations for classes, school-related activities, buildings, and events are part of crisis management.

3. The existence of a Crisis Management Plan does not preclude the use of professional judgment to modify the plan when it is warranted.

4. The Board will promote a culture within the school that encourages consistent consideration for the safety and well-being of students and staff in the creation and implementation of all plans, policies and procedures.

5. Resources/Guidelines are in place for the following topics and crises:
   a. abduction
   b. assault
   c. armed intruder
   d. death in the school community
   e. school bus accident
   f. suicide or suicide-related
   g. unauthorized persons on premises

Accountability

School Principals
Superintendent will oversee Crisis Policy on a five year cycle

Reference

Crisis Intervention Activation Guide

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
3800
ABUSE
GENERAL SCHOOL ADMINISTRATION

Adopted: July 19, 2024
Revised: 2024
Review: 2025

Background/Purpose

To maintain an environment that is free from harassment or abuse. All employees, student, volunteers, school trustees, visitors, parents, independent contractors will refrain from, report and not tolerate any
abuse, harassment or bullying directed towards others, whether or not it occurs within the school building, during the school day or by electronic means.

Policy Statement

Aurora School Ltd. will not tolerate any form of physical, sexual, emotional, verbal, or psychological abuse, nor any form of neglect or harassment.

Definitions

Physical Abuse is defined as but not limited to the use of intentional force that can result in physical harm or injury to an individual. It can take the form of slapping, hitting, punching, shaking, pulling, throwing, kicking, biting, choking, strangling or the abusive use of restraints.

Sexual Abuse is defined as but not limited to any unwanted touching, fondling, observations for sexual gratification, any penetration or attempted penetration with a penis, digital or object of the vagina or anus, verbal or written propositions or innuendos, exhibitionism or exploitation for profit including pornography.

Emotional Abuse is defined as but not limited to a chronic attack on an individual's self-esteem. It can take the form of name calling, threatening, ridiculing, berating, intimidating, isolating, hazing, habitual scapegoat, blaming.

Verbal Abuse is defined as but not limited to humiliating remarks, name calling, swearing at, taunting, teasing, continual put downs.

Psychological Abuse is defined as but not limited to communication of an abusive nature, sarcasm, exploitative behaviour, intimidation, manipulation, and insensitivity to race, sexual preference or family dynamics.

Neglect is defined as but not limited to any behaviour that leads to a failure to provide services which are necessary such as withdrawing basic necessities as forms of punishment, failing to assess and respond to changes in health status and refusing or withdrawing physical or emotional support.

Harassment is defined as but not limited to any unwanted physical or verbal conduct that offends or humiliates, including gender-based harassment. It can be a single incident or several incidents over time. It includes threats, intimidation, display of racism, sexism, unnecessary physical contact, suggestive remarks or gestures, offensive pictures or jokes. Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.

Procedures

1. Students and staff are encouraged to tell the perpetrator that their conduct is unacceptable and unwelcome.
2. Students are encouraged to inform a staff member if the offending behaviour does not stop or if they take serious offense to a behaviour(s) they consider physical, sexual, emotional, verbal, or psychological abuse, harassment or bullying.
3. Staff is encouraged to inform their direct report to the Principal or Superintendent if the offending behaviour does not stop or if they take serious offense to a behaviour(s) they consider physical, sexual, emotional, verbal, or psychological abuse, harassment or bullying.
4. All school staff are committed to helping students and staff deal with problems of physical, sexual, emotional, verbal, or psychological abuse, harassment or bullying.
5. Staff who have reasonable and probable grounds to believe that a child is in need of intervention shall forthwith report the matter to the:
    a. Principal, or
    b. Superintendent

    who are required to report the matter to the Police/RCMP.
6. When a staff member or student's behaviour has been determined to constitute physical, sexual, emotional, verbal, or psychological abuse, harassment or bullying, the staff member or student will be subject to disciplinary action pursuant to Board policy.
7. The principal may request parents to seek external assessment and/or counseling services to assist students who are either recipients or perpetrators of harassment or bullying.
8. When a staff member's behaviour has been determined to constitute physical, sexual, emotional, verbal, or psychological abuse, harassment or bullying, the Staff Member will be subject to disciplinary action up to and including termination.
9. The above noted policies are to be reviewed and signed off on annually.

Accountability

Shared responsibility between the Superintendent and Principals. This policy is required by *Intact Public Entities Canada* as a condition of insurance coverage.

Acknowledgement

I, _____, have reviewed and acknowledge the above policies and procedure in place regarding abuse and allegations of abuse.

Signature:_____

Date of Signing:_____

Witness: _____

References

Child, Youth and Family Enhancement Act. (Alberta)
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code
Individual's Rights Protection Act
ATA Code of Professional Conduct

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AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4005
ANNUAL BUDGET DEVELOPMENT
BUSINESS ADMINISTRATION

Adopted: January 20, 2022
Revised:
Review: 2026

Annual Budget Development

Background/Purpose

The long-term financial health of Aurora School is critical to ensure a strong educational program. This policy provides direction for the creation and oversight of the annual budget.

Policy Statement

The annual budget should support the long-term financial health of Aurora School, be student-centred, prudent, transparent, and aligned with the strategic priorities for Aurora School. Each year the Secretary-Treasurer shall prepare for Board consideration and approval a Financial Forecast and final annual budget, as outlined below. The annual budget is the financial component of our assurance model.

Guidelines

1. Under the supervision of the Superintendent, the Secretary-Treasurer will seek input from the Board, School Council and school administration with respect to budget priorities for the upcoming year.

2. Under the supervision of the Superintendent, the Secretary-Treasurer will complete a Financial Forecast (Appendix A) prior to the budget year. This will reflect input received by the Board, School Council, and school administration.

3. The Financial Forecast will be presented to the Board one week prior to the April Board meeting for discussion and approval. Following this, the Secretary-Treasurer, under the supervision of the Superintendent, shall submit a draft annual budget to the Board a week in advance of the May Board meeting.

4. On or before May 31 of each year, concerning the annual budget for the year beginning September 1, following Board review and approval, a final budget in the form prescribed by the Minister of Education will be submitted to Alberta Education.

5. Under the supervision of the Superintendent, the Secretary-Treasurer will monitor school finances to ensure that revenues and expenditures stay within budgetary guidelines.

6. Under the supervision of the Superintendent, the Secretary-Treasurer will ensure that all financial reporting to Alberta Education be completed in a mely and forthright manner.

7. The Director of Finance will provide to the Board of Directors a monthly breakdown of budgeted expenditures and revenue along with a comparison to actual expenditures and revenues.

Appendix A

Accountability

Director of Finance, Secretary-Treasurer, and Superintendent

References:

Education Act

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4006
ANNUAL BUDGET IMPLEMENTATION
BUSINESS ADMINISTRATION

Adopted: January 20, 2022
Revised:
Review: 2026

Annual Budget - Implementation

Background/Purpose

The approved budget provides the Superintendent clear direcon from the Board with regard to the allocation and expenditure of funds.

Policy Statement

The Board entrusts and delegates the responsibility for budget implementation and adherence to the Superintendent of Aurora School.

Guidelines:

1. The Superintendent may delegate roles and tasks of budget implementation, but retains overall responsibility for the budget implementation and adherence.

2. The Superintendent is responsible for ensuring the budget is implemented in accordance with Board policy and guidelines, and that implementation is clear and transparent in Board communications and meengs.

3. Any financial activity that is not pre-approved by way of inclusion and assignment in the annual budget requires Board approval.

4. As further checks and balances, the Finance and Audit Committee will review budget implementation and its alignment with Board-approved direcon.

Accountability

Superintendent, Secretary-Treasurer, and Finance and Audit Committee.

Reference

4005 BP Annual Budget Development
4025 BP Reserves, Surpluses, and Deficits

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4010
FINANCIAL STATEMENTS AND AUDIT
BUSINESS ADMINISTRATION

Adopted:	May 16, 2016
Revised:	March 15, 2023
Review:	2028

Financial Statements and Audit

Background/Purpose

Financial reporting must be transparent and responsible.

Policy Statement

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

Guidelines:

1. The auditors will present the audited financial statements to the Board at the regular November Board meeting. The Board will make a motion to determine whether to accept these audited financial statements.

2. At the Annual General Meeting, held each November, the Director of Finance will present the accepted audited financial statements and the appointment of the school auditor to members.

3. Every five years, the Board of Directors will solicit proposals from qualified firms or individuals for appointment as the school auditor. This occurred in 2022, and following this schedule, a new request for proposals will be issued in 2027.

Accountability

Superintendent, Director of Finance, Board of Directors

Reference

Education Act
4015 BP: Procurement

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY
4015
PROCUREMENT
BUSINESS ADMINISTRATION

Adopted:	January 20, 2022
Revised:	October 23, 2025
Review:	2030

Procurement

Background/Purpose

In executing the approved budget as per BP 4005 Annual Budget Development and BP 4006 Annual Budget Implementation, the process of purchasing, procuring, and contracting functions at Aurora School will be guided by this policy.

Policy Statement

Aurora School utilizes its resources to the greatest benefit of our students' education. Procedures for all expenditures made with school funds need to be efficient, economical, transparent, legal, ethical, and in compliance with all applicable legislation, regulation, and guidelines. Procurement should be free from conflicts of interest whether actual, potential, or perceived.

Guidelines

1. The procurement method is as follows:
    a. Purchases shall not be split or structured in a way to avoid the application of approved thresholds.

Aggregate Value of Purchase	Method of Quotation
Goods, services, or construction projects under $10,000	No formal requirement to obtain competitive prices, all purchases must be efficient, economical, legal, ethical, and in compliance with all applicable legislation, regulation, and guidelines
Goods, services, or construction projects above $10,000	Written quotes required (minimum of three; rationale to be documented if fewer than three quotes obtained)

2. For Capital projects $500,000 or greater, Board approval is required for the tender and the bid selection.

3. Situations when sole-sourcing is permitted are as follows:
    a. where it can be demonstrated that only one supplier can meet the requirements of a procurement
    b. where an unforeseeable situation of urgency exists and the services, or the goods or services in respect to construction, could not be obtained by means of open procurement procedures. Any case must be clearly documents and reported to the Board at the next regular meeting.
    c. when the acquisition is of a confidential or privileged nature and disclosure through an open bidding process could reasonably be expected to compromise confidentiality
    d. of services provided by lawyers and notaries
    e. in the absence of a receipt of any bids in response to a call for tender

Monitored on a five-year cycle.

Accountability

Secretary-Treasurer, Superintendent, Finance & Audit Committee

References:

BP 4005 Annual Budget Development
BP 4006 Annual Budget Implementation

AURORA ACADEMIC
CHARTER SCHOOL

Administrative Regulation
4015
Procurement
BUSINESS ADMINISTRATION

Adopted: September 17, 2025
Revised: September 11, 2026
Review: 2030

Background/Purpose

This regulation supports Board Policy 4015 - *Procurement* - by defining operational procedures for purchasing, contracting, and procurement of goods~~,~~ services, and construction.

Responsibilities

Secretary-Treasurer

- Oversees procurement processes to ensure compliance with Board policy, applicable legislation, regulatory requirements, and established financial controls.
- Reviews procurement documentation for compliance and completeness.
- Maintains records of all quotations, tenders, proposals, contracts, and other procurement documentation for audit and reporting purposes.

School and Department Administrators

- Identify operational requirements and develop appropriate specifications for goods and services required by their school or department.
- Ensure proposed purchases are necessary, efficient, economical, ethical, and within approved budgets.
- Conduct or support procurement activities applicable to their area of responsibility and provide all required documentation to the Secretary-Treasurer.
- Report any actual, potential or perceived conflicts of interest before initiating or participating in a procurement process.

Facilities Management

- Leads the operational procurement process for facilities, construction, renovation, maintenance, and other building-related projects.
- Develops project requirements and specifications, prepares solicitation documents, coordinates authorized communications with prospective vendors, and supports the evaluation of submissions.
- Provides the Secretary-Treasurer and approving authority with the documentation and technical information required to assess the procurement.

Superintendent or Designate

- Provides approvals assigned under this regulation, including approval of procurement exceptions.
- May designate an appropriate senior executive to exercise specified approval responsibilities under this regulation.
- Ensures that procurement decisions support Aurora's operational priorities, approved budget, and risk-management requirements.

Procurement Procedures

General Requirements

- All purchases must align with BP 4005 (Annual Budget Development) and BP 4006 (Annual Budget Implementation).
- Purchases shall not be divided, structured, or otherwise arranged to avoid established thresholds.

Thresholds and Procurement Requirements

Aggregate Value of Purchase	Procurement Method
Under $10, 000	No formal competitive process required. Purchases must be economical, legal, ethical, and compliant with applicable legislation and school policies.
Goods or services: $10,000 to less than $75,000 Construction: $10,000 to less than $200,000	Minimum of three written quotations shall normally be sought. If fewer than three quotations are obtained, a written rationale must be documented and approved by the Superintendent or designate.
Goods or services valued at $75,000 or more	A formal competitive procurement process is required. The opportunity must be publicly advertised through the applicable electronic tendering system in accordance with the New West Partnership Trade Agreement and any other applicable trade agreements.
Construction valued at $200,000 or more	A formal competitive procurement process is required. The opportunity must be publicly advertised through the applicable electronic tendering system in accordance with the New West Partnership Trade Agreement and any other applicable trade agreements.
Capital projects ≥ $500,000	In addition to the applicable competitive procurement requirements, Board approval is required before issuing the solicitation and before awarding the contract to the selected bidder.

Note: The public-advertising thresholds stated above reflect the applicable trade-agreement thresholds in effect at the time of revision. If those thresholds change, the current requirements of the applicable trade agreements shall prevail.

Sole-Sourcing Situations
Sole-sourcing is a non-competitive procurement method and must be used only in limited circumstances.

Permitted Situations:
Sole-sourcing is permitted only when:

- **Single Supplier Availability:** It can be demonstrated that only one supplier is capable of meeting the procurement's technical, functional, or proprietary requirements.
- **Urgent Need:** An unforeseeable and urgent situation exists where the required goods, services, or construction cannot reasonably be obtained through a competitive process without jeopardising operations, safety, or continuity of service.
- **Confidentiality Requirements:** The procurement involves confidential, privileged, or security-sensitive information, and an open process would compromise confidentiality or security.
- **Legal or Professional Services:** Acquisition of services from lawyers, notaries, or other regulated professionals where specialised expertise, professional judgment, or client-specific knowledge is critical.
- **No Bids Received:** A competitive procurement process has been conducted and no compliant bids, quotations, or proposals were received.

Approval and & Documentation Requirements:

- A **written justification** must be prepared by the requestor, outlining:
    - Reason for sole-sourcing and reference to the applicable permitted situation above.
    - Estimated value of the procurement.
    - An assessment of the operational, financial, and other risks associated with delaying the procurement to conduct a competitive process.
- The justification must be reviewed by the Secretary-Treasurer and approved by the Superintendent or designate before proceeding.
- Sole-sourced procurements must be reported to the Board at its next regular meeting, including a summary of rationale, vendor selection, and final cost.

Audit and & Transparency:

- All documentation related to sole-sourced procurements must be retained in the central procurement records and made available during internal or external audits.
- A summary of all sole-sourced procurements will be included in the annual financial reporting cycle to ensure transparency and Board oversight.

Contracting

- All contracts must be reviewed and signed by the Secretary-Treasurer and signed by the Superintendent or designate before execution.
- Contracts exceeding $50,000 require review by legal counsel unless waived by the Superintendent or designate.

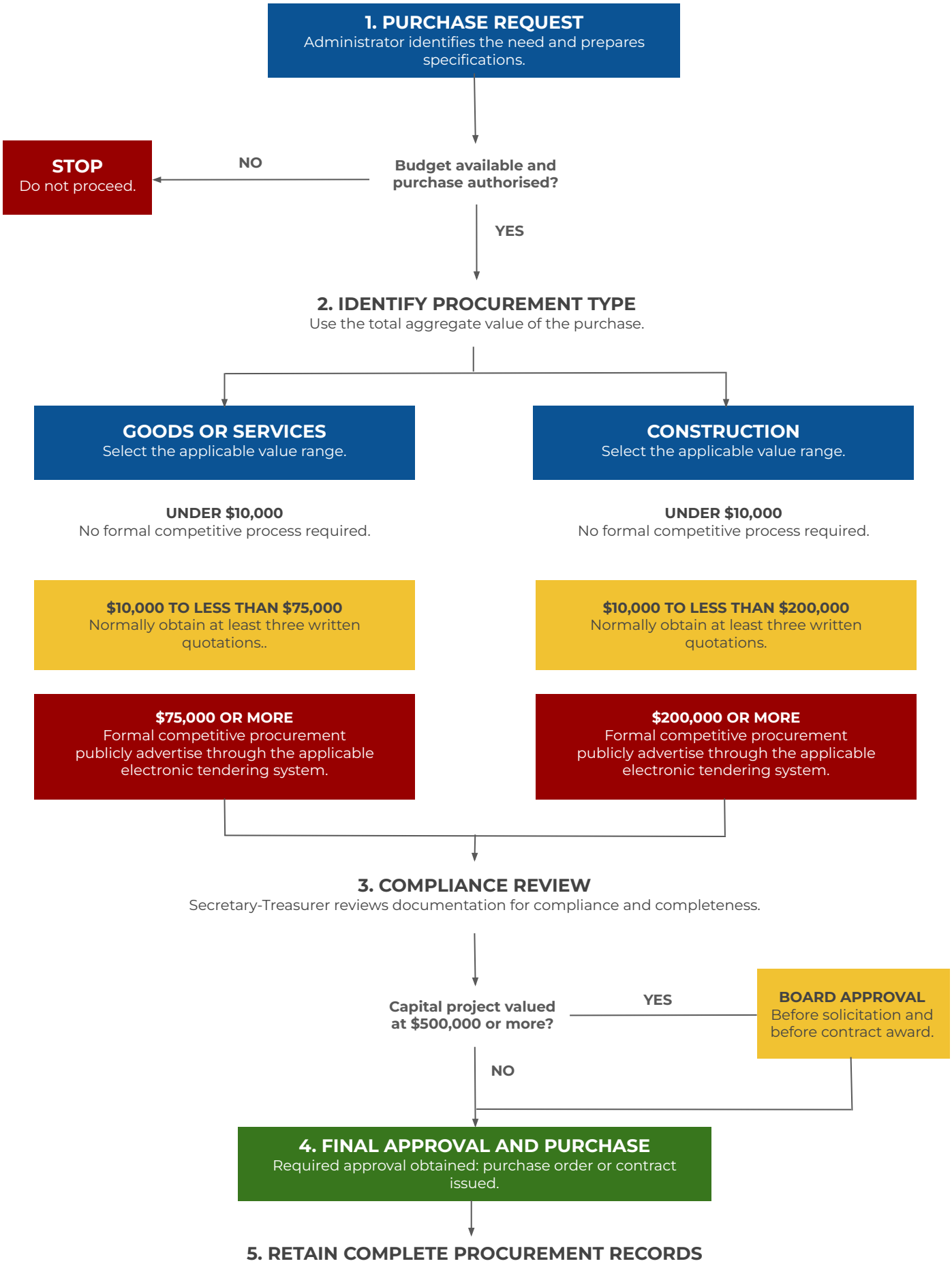
Record Keeping

- All procurement documents, including quotations, proposals, tenders, contracts, approvals, and related correspondence, must be retained according to the Record Retention Schedule and be available for audit.

Monitoring and & Accountability

- Compliance with this regulation will be monitored by the Secretary-Treasurer and reported to the Finance & Audit Committee as required. The regulations will be formally reviewed on a five-year cycle.

4015 AR: PROCUREMENT PROCESS



AURORA ACADEMIC
CHARTER SCHOOL

Administrative Regulation
4015
Procurement
BUSINESS ADMINISTRATION

Adopted: September 17, 2025
Revised:
Review: 2030

Background/Purpose

This regulation supports Board Policy 4015 - *Procurement* - by defining operational procedures for purchasing, contracting, and procurement of goods~~,~~ ~~and~~ services, and construction.

Responsibilities

Secretary-Treasurer

- Oversees ~~all~~ procurement processes to ensure compliance with Board policy, applicable legislation, ~~and~~ regulatory requirements, and established financial controls.
- Reviews procurement documentation for compliance and completeness.
- Maintains records of all ~~quotes~~quotations, tenders, proposals, contracts, and other procurement documentation for audit and reporting purposes.

School and Department Administrators

- Identify operational requirements and develop appropriate specifications for goods and services required by their school or department.
- Ensure proposed purchases are necessary, efficient, economical, ~~legal,~~ ethical, and within approved budgets.
- Conduct or support procurement activities applicable to their area of responsibility and provide all required documentation to the Secretary-Treasurer.
- ~~Obtain required number of quotes and provide documentation to the Secretary-Treasurer for record-keeping.~~
- Report any actual, potential or perceived conflicts of interest before initiating or participating in a procurement process.

Facilities Management

- Leads the operational procurement process for facilities, construction, renovation, maintenance, and other building-related projects.
- Develops project requirements and specifications, prepares solicitation documents, coordinates authorized communications with prospective vendors, and supports the evaluation of submissions.
- Provides the Secretary-Treasurer and approving authority with the documentation and technical information required to assess the procurement.

Superintendent or Designate

- Provides approvals assigned under this regulation, including approval of procurement exceptions.
- May designate an appropriate senior executive to exercise specified approval responsibilities under this regulation.
- Ensures that procurement decisions support Aurora's operational priorities, approved budget, and risk-management requirements.

Procurement Procedures

General Requirements

- All purchases must align with BP 4005 (Annual Budget Development) and BP 4006 (Annual Budget Implementation).
- Purchases shall not be ~~split~~ divided, structured, or otherwise arranged to avoid established thresholds.

Thresholds and ~~Quotation~~ Procurement Requirements

Aggregate Value of Purchase	Procurement Method
Under $10, 000	No formal competitive process required. ~~Staff must ensure~~ Purchases ~~purchases are~~ must be economical, legal, ethical, and compliant with applicable legislation and school policies.
Goods or services: $10,000 to less than $75,000 Construction: $10,000 to less than $200,000	Minimum of three written ~~quotes~~ quotations shall normally be sought. ~~required.~~ If fewer than three ~~quotes~~ quotations are obtained ~~available~~, a written rationale must be documented and approved by the ~~Secretary-Treasurer~~ Superintendent or designate.
Goods or services valued at $75,000 or more	A formal competitive procurement process is required. The opportunity must be publicly advertised through the applicable electronic tendering system in accordance with the New West Partnership Trade Agreement and any other applicable trade agreements.
Construction valued at $200,000 or more	A formal competitive procurement process is required. The opportunity must be publicly advertised through the applicable electronic tendering system in accordance with the New West Partnership Trade Agreement and any other applicable trade agreements.
Capital projects ≥ $500,000	~~Formal tender process is required. and Board approval required for both tender and bid selection.~~ In addition to the applicable competitive procurement requirements, Board approval is required before issuing the solicitation and before awarding the contract to the selected bidder.

Note: The public-advertising thresholds stated above reflect the applicable trade-agreement thresholds in effect at the time of revision. If those thresholds change, the current requirements of the applicable trade agreements shall prevail.

Sole-Sourcing Situations

Sole-sourcing is a non-competitive procurement method and must be used only in limited circumstances.

Permitted Situations:

Sole-sourcing is permitted only when:

- **Single Supplier Availability:** It can be demonstrated that only one supplier is capable of meeting ~~can meet~~ the procurement's technical, functional, or proprietary requirements ~~(technical, functional, or proprietary)~~.
- **Urgent Need:** An unforeseeable and urgent situation exists where the required goods, ~~or~~ services, or construction cannot reasonably be obtained through a competitive process without jeopardising operations, ~~or~~ safety, or continuity of service.
- **Confidentiality Requirements:** The procurement involves confidential, ~~or~~ privileged, or security-sensitive information, and an open process would compromise confidentiality or security.
- **Legal or Professional Services:** Acquisition of services from lawyers, notaries, or other regulated professionals where specialised expertise, professional judgment, or client-specific knowledge is critical.
- **No Bids Received:** A competitive procurement process ~~solicitation~~ has been conducted and no compliant bids, quotations, or proposals were received.

Approval and ~~&~~ Documentation Requirements:

- A **written justification** must be prepared by the requestor, outlining:
    - Reason for sole-sourcing and reference to the applicable permitted situation above.
    - Estimated value of the procurement.
    - An ~~Risk~~ assessment of the operational, financial, and other risks associated with delaying the procurement to conduct ~~if procurement is delayed to allow~~ a competitive process.
- The justification must be reviewed ~~and approved~~ by the Secretary-Treasurer and approved by the Superintendent or designate before proceeding.
- ~~For procurements exceeding $50,000, approval must also be obtained from the **Superintendent**.~~
- Sole-sourced procurements must be reported to the Board at its next regular meeting, including ~~with~~ a summary of rationale, vendor selection ~~selected~~, and final cost.

Audit and ~~&~~ Transparency:

- All documentation related to sole-sourced procurements must be retained in the central procurement records and made available during internal or external audits.
- A summary of all sole-sourced procurements will be included in the annual financial reporting cycle to ensure transparency and Board oversight.

Contracting

- All contracts must be reviewed and signed by the Secretary-Treasurer and signed by the ~~or~~ Superintendent or designate before execution.
- Contracts exceeding $50,000 require review by legal counsel unless waived by the Superintendent or designate.

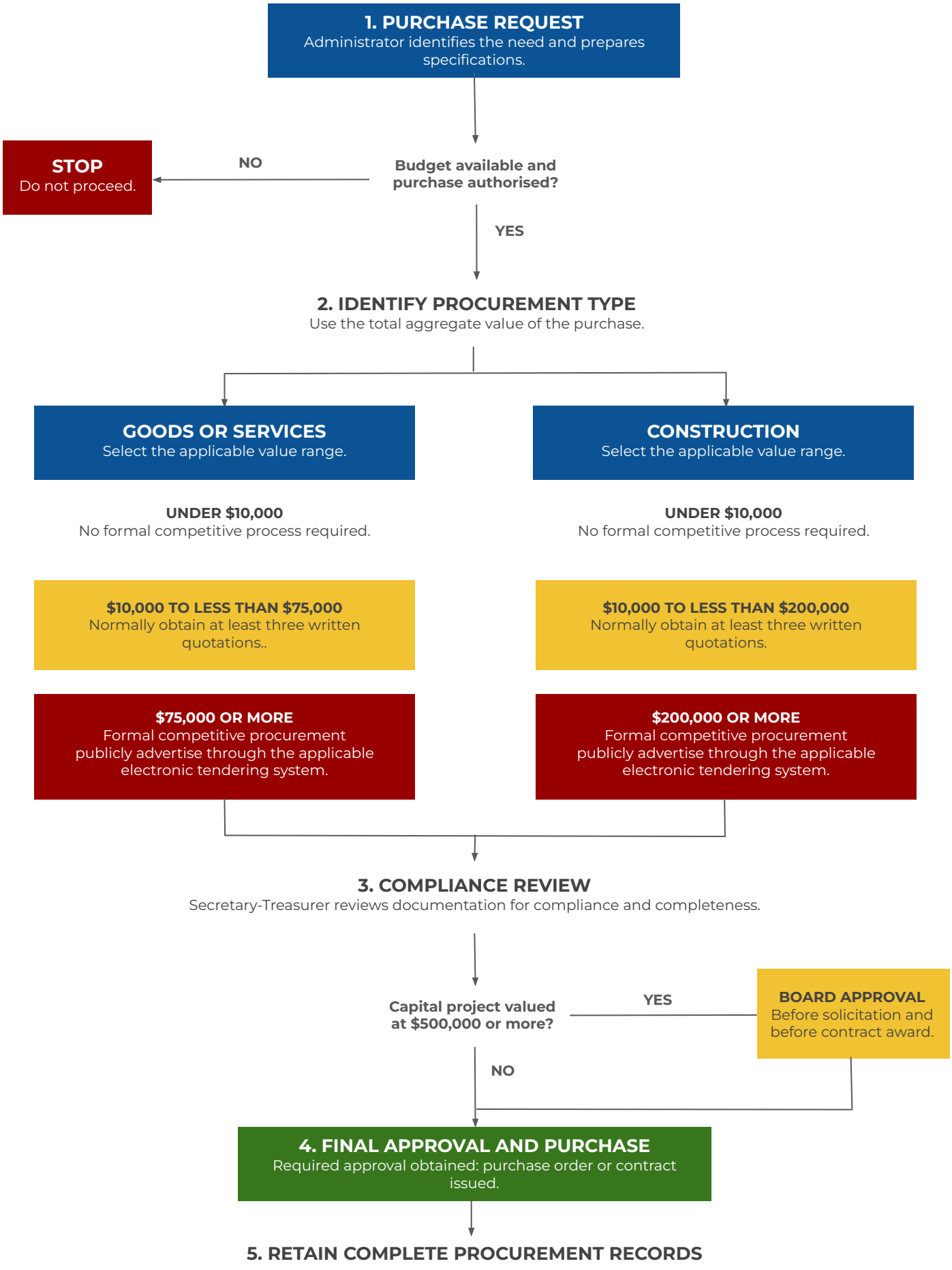
Record Keeping

- All procurement documents, including quotations, proposals, ~~quotes,~~ tenders, ~~and~~ contracts, approvals, and related correspondence, must be retained according to the Record Retention Schedule and be available for audit.

Monitoring and ~~&~~ Accountability

- Compliance with this regulation will be monitored ~~on a five-year cycle~~ by the Secretary-Treasurer and reported to the Finance & Audit Committee as required. The regulations will be formally reviewed on a five-year cycle.

4015 AR: PROCUREMENT PROCESS



AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4025
RESERVES, SURPLUSES AND DEFICITS
BUSINESS ADMINISTRATION

Adopted: January 20, 2022
Revised:
Review: 2026

Reserves, Surpluses and Deficits

Background/Purpose

The long-term financial health of Aurora School is critical to ensure a strong educational program. As resources permit, operating reserves will be established to ensure appropriate cash flow and to provide for ongoing operational needs. The Board supports the establishment and maintenance of transparent capital reserves for the purpose of providing for present and future cash requirements.

Definitions

1. Capital Reserves: Funds set aside which will ensure the mely purchase and/or replacement of capital assets (goods valued in excess of $5,000).

2. Operating Reserves: Funds set aside for operational purposes.

Guidelines:

1. All reserves shall be accounted for and reported on by the Secretary-Treasurer.

2. Delineation of reserves will be accounted for in a clear and transparent manner.

3. Spending or allocation of reserves must be approved by the Board. The financial reporting of reserves will occur in conjunction with the year-end.

4. The Board may authorize the establishment of earmarked reserves for expenses or specific projects.

5. Should the intended purpose, event, or expenditure cease or change significantly in the future, any remaining amount in the reserve should be allocated or re-allocated to the appropriate expense operating reserve or reallocated through the annual review process.

6. Accumulated surpluses carried forward as outlined above are available for the operation of the school.

7. Where required by applicable legislation, regulaon, or other guideline, the current year's net interest income from reserves shall be allocated or re-allocated accordingly; where not required by applicable legislation, regulation or other guideline, the current year's net interest income from reserves shall be allocated as per Board direcon.

8. The use and allocation of capital reserves, unless legislated, must be approved by the Board.

Accountability

Director of Finance, Secretary Treasurer, and Superintendent

Reference

AR 4005 BP Annual Budget Development AR
4006 BP Budget Implementation

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4100
CHARITABLE STATUS
BUSINESS ADMINISTRATION

Adopted: October 2, 1997
Revised: April 21, 2022
Review: 2026

Charitable Status

Background/Purpose

To ensure that Aurora School preserves its charitable status.

Policy Statement

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

Accountability

Superintendent

Reference

AR 4100 Charitable Donations

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
4100
CHARITABLE STATUS
BUSINESS ADMINISTRATION

Adopted: October 13, 2015
Revised:
Review: 2020

Charitable Status

Objective

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

Responsibility

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

Regulation

1. Donations must conform to the Income Tax Act as it relates to charitable organizations.

2. Charitable receipts can only be signed by signing officers of Aurora School.

3. It is the responsibility of the Secretary Treasurer to maintain all charitable and corporate registrations in current status.

Reference

BP 4100 Charitable Donations

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
4200
CORPORATE CREDIT CARD PROCEDURES
BUSINESS ADMINISTRATION

Adopted: January 20, 2014
Revised: December 16, 2024
Review: 2029

Corporate Credit Card Procedures

Background/Purpose

Use of school funds must be aligned with the approved budget or other Board approvals, transparent, and responsible.

Policy Statement

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

Guidelines:

1. Corporate credit cards may be issued to the Superintendent, Principals, Secretary-Treasurer, Facilities Manager, and Technology Manager, and Foods Program lead teacher.

2. Credit cards are issued to individuals for their exclusive use and may not be used by anyone else, including assistants or administrative staff, under any circumstances. If purchases or transactions need to be made on behalf of the cardholder (e.g., by a secretary for a principal), these must be arranged through approved alternative methods, such as requisition forms or purchase orders. Allowing another individual to use a corporate credit card is considered a violation of the terms of use and may result in revocation of the card and/or other disciplinary actions.

3. Corporate credit cards should only be used when other forms of payment are not possible (ex. purchase order).

4. All persons who are issued a school credit card shall be required to sign an agreement regarding the acceptable use of the card.

5. The credit limit for each card is determined based on the position, as outlined in Appendix I. These limits, designed to reflect the responsibilities and financial needs of each role, are capped and reviewed periodically to ensure alignment with organizational requirements.

6. Selection of corporate credit cards should be on the basis of the lowest fees.

7. Any rewards, benefits, or points should be directed back to the school.

Appendix I: Credit Limits

Position	Proposed Credit Limit ($)	Rationale
Superintendent	20,000	High-level authority for large expenses, conferences, and emergency needs.
Secretary-Treasurer	50,000	Financial administration requiring frequent transactions for organizational operations.
Principal (each)	10,000	Regular school-based expenses, including supplies, events, and staff travel.
Facilities Manager	10,000	Facility maintenance, repairs, and unexpected equipment purchases.
Technology Manager	8,000	Technology-related purchases, repairs, and software subscriptions.
Foods Program Lead Teacher	1,000	Limited to food program supplies and related purchases.

Accountability

Superintendent, Secretary-Treasurer, and Finance and Audit Committee

Reference

AR 4200 Corporate Credit Card Procedures

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
4200
CORPORATE CREDIT CARD PROCEDURES
BUSINESS ADMINISTRATION

Adopted: October 13, 2015
Revised:
Review: 2020

Corporate Credit Card Procedures

Objective

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

Responsibility

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

Regulation

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

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

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

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

Reference

BP 4200 Corporate Credit Card Procedures

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5000
RECRUITMENT AND SELECTION
HUMAN RESOURCES

Adopted: October 2, 1997
Revised: April 22, 2024
Review: 2029

Recruitment and Selection

Background/Purpose

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

Policy Statement

Aurora School believes that the process of filling staff vacancies should be fair, objective, and inclusive, based on merit, resulting in the selection of the best candidate for the job. We are committed to promoting diversity, equity, and inclusion in our hiring practices, ensuring that all qualified candidates are given opportunity and consideration.

Guidelines:

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

Accountability

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

Reference

AR 5000 Recruitment and Selection

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5000
RECRUITMENT AND SELECTION
GOVERNANCE & OPERATIONS

Adopted: October 13, 2015
Revised: December 6, 2022
Review: 2027

Recruitment and Selection

Background/Purpose

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

Guidelines

1. Recruitment
   a. Recruitment during a given year will be coordinated by the Superintendent.
   b. Aurora School will post all staff vacancies for a minimum of seven (7) calendar days.
      i. Aurora School staff will be considered for posted vacancies, provided that a written application is submitted to the Principal or Superintendent, as applicable, prior to the closing date for competition.
   c. Where Aurora School wishes to receive applications from external candidates, consideration may be given to advertising through appropriate, cost-effective mediums.
   d. Advertisements for staff vacancies will be developed by the Principal or Superintendent, as applicable. Advertisements will contain relevant information on the position.
      i. the nature of the staff vacancy
      ii. key responsibilities and required qualifications
      iii. advertisements will highlight the benefits of working at Aurora School and reference
      iv. teaching philosophy
      v. curriculum
      vi. class size
      vii. parental engagement
      viii. discipline
      ix. current (within six months) Police Check and Vulnerable Sector Check
      x. valid teacher certification
   e. Applications received for staff vacancies will be screened by the Superintendent and/or Principal(s), who will provide the Superintendent a short list of applicants, including resumes, cover letters, evaluations, and teaching certificates for all short-listed applicants. All short listed applicants will be approved by the Superintendent prior to the interview process. 1 October 13, 2015 December 6, 2022 2027 3

2. Selection
    a. School-Based Administration and/or the Superintendent will assess the suitability of applicants for staff vacancies. The Superintendent will be invited to all interviews.
    b. Candidates will be assessed based on the following factors:
        i. education
        ii. experience
        iii. knowledge
        iv. skills/abilities
        v. alignment with Aurora's charter documents and policies
    c. Assessments will include the following:
        i. structured interview(s)
        ii. reference checks with supervisors and may include professional colleagues
        iii. validation of formal qualifications
        iv. criminal reference check and vulnerable sector check (6 months or less) provided by the applicant
        v. where appropriate, in-class observation
    d. The Principal and/or the Superintendent will develop detailed interview plans for all interviews:
        i. outlining the questions that will be asked of each candidate
        ii. setting the interview panel, which may include the Principal, Superintendent, other School-Based Administrators, and/or other relevant school personnel
        iii. any necessary skills tests
    e. The Principal and/or the Superintendent will maintain detailed summaries for each candidate assessed through the selection process, which may be shared with the Superintendent.

3. Offer of Employment for School-Based Positions
    a. The Interview Panel will make a written recommendation for hire to the Superintendent of Aurora School. The Superintendent will inform the Secretary-Treasurer of the successful candidate, and the Secretary-Treasurer will draw up the terms of employment.
    b. The Superintendent will be responsible for extending an offer of employment and may delegate contacting the candidate to the Interview Panel. Upon the candidate accepting the offer of employment, the Secretary-Treasurer will draw up the contract of employment and contact the candidate for signature.
    c. For supply teacher positions, the Principal(s) are empowered to short-list, interview, and hire applicants without consultation with the Superintendent, so long as the Superintendent has approved hiring for those positions.
    d. In the case of short-term leaves, the Principal may appoint a supply teacher upon approval from the Superintendent.

4. Unsuccessful Candidates The Superintendent and/or School-Based Administration will ensure all applicants who are not successful are contacted to advise them the position has been filled.

5. Nepotism In filling staff vacancies, preferential treatment will not be given to friends or relatives of employees. Individuals may not be employed in positions where they are subject to the direct or indirect influence of a family member. Family members are defined as spouse, common-law spouse, children, parent, grandparent, grandchildren, sibling, sibling-in-law, parent-in-law, children-in-law, aunt, uncle, niece, nephew, step-children, step-sibling, step-parent.

Accountability

Superintendent, School-Based Administration

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5010
PROBATIONARY PERIOD
HUMAN RESOURCES

Adopted: October 2, 1997
Revised: February 27, 2023
Review: 2028

Probationary Period

Background/Purpose

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

Policy Statement

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

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

Guidelines

1. Probationary period for teachers:
    - Teachers may receive a probationary contract if they were not employed as a teacher, other than as a substitute or temporary teacher, by Aurora School Ltd. in the preceding school year.
    - Probationary contracts terminate on June 30 next following the commencement date specified in the contract.
    - If evaluations of the teacher indicate that a further probationary period is required, and the teacher agrees, an additional probationary period may be added ending no later than June 30 following the date of the renewal of the contract.

2. Probationary period for non-teaching staff will be the first three months of continuous employment.

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

Accountability

Superintendent

Reference

AR 5010 Probationary Period

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5010
PROBATIONARY PERIOD
HUMAN RESOURCES

Adopted: October 13, 2015
Revised:
Review: 2020

Probationary Period

Objective

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

Responsibility

Superintendent.

Regulation

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

B. Termination prior to completion of the probationary period
   1. A probationary contract may be terminated by the Board subject to the Education Act.
   2. A probationary contract may be terminated by a teacher subject to the Education Act.

Reference

BP 5010 Probationary Period

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5020
ORIENTATION
HUMAN RESOURCES

Adopted: October 2, 1997
Revised: April 21, 2022
Review: 2026

Orientation

Background/Purpose

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

Policy Statement

The purpose of the orientation is to welcome and acculturate new employees and to provide them with concise and accurate information that is beneficial to their initial success. The orientation supports them in their engagement as they develop and pursue excellence for themselves and for Aurora.

Accountability

Superintendent

Reference

AR 5020 Orientation

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5020
ORIENTATION
HUMAN RESOURCES

Adopted: October 13, 2015
Revised: August 13, 2019
Review: 2020

Orientation

Objective

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

Responsibility

Principals, Secretary Treasurer

Regulation

A. Orientation

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

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

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

Reference

BP 5020 Orientation

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY

5052 EMPLOYMENT BENEFITS - NON-TEACHING STAFF

HUMAN RESOURCES

Adopted:	October 2, 1997
Revised:	February 20, 2025
Review:	2030

Background/Purpose

AACS employees should have an effective and competitive benefits plan. All staff are valued members of our community. AACS strives to offer the most affordable, competitive, and fair benefits plan possible for all staff in order to create a welcoming, caring, and supportive environment.

Policy Statement

AACS believes that employee benefits should be fair and equitable, tax-effective, and affordable for the employer and employees.

Accountability

Superintendent

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

5052 EMPLOYMENT BENEFITS - NON-TEACHING STAFF

HUMAN RESOURCES

Adopted: September 9, 2019
Revised:
Review: As Required

Employment Benefits - Non-Teaching Staff

Objective

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

Responsibility

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

Regulation

A. Benefit Plans

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

B. Payment of Premiums

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

C. Eligible Employees

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

D. General Provisions

1. Notwithstanding Section B, the requirement to participate in Extended Health Care or Dental Care insurance, as a condition of employment shall be waived for those employees who already have group insurance coverage as dependents of their spouses and who therefore elect not to participate. Further, employees with no dependents other than spouses may elect to take single coverage in any Extended Health Care or Dental Care insurance plans if their spouses have single coverage in the same or comparable plans.

2. The implementation and operation of the Aurora School Benefit Plan, hereinbefore referred to, shall, at all times, be subject to and governed by the terms and conditions outlined in the policies or contracts entered into with the underwriters of the plans.

Accountability

Secretary-Treasurer

References

BP 5052 – Employee Benefits – Non-Teaching Staff
Manulife Group Benefits Plan
NexGen Rx Health Spending Account

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5053
LEAVE OF ABSENCE - NON-TEACHING STAFF
HUMAN RESOURCES

Adopted:	October 2, 1997
Revised:	June 20, 2022
Review:	2027

Leave of Absence - Non-Teaching Staff

Background/Purpose

Aurora School understands that employees may require leave from school for various reasons

Policy Statement

Aurora School believes that providing support and assistance to employees is necessary for a positive and caring work environment.

Guidelines

Aurora School may provide additional leave of absence in addition to labour standards for non-teaching staff which may include:

1. compassionate leave
2. Convocation
3. personal leave

Accountability

Superintendent

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5053
LEAVE OF ABSENCE - NON-TEACHING STAFF
HUMAN RESOURCES

Adopted: September 9, 2019
Revised:
Review: 2020

Leave of Absence - Non-Teaching Staff

Objective

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

Responsibility

Secretary-Treasurer in consultation with school-based administration.

Regulation

A. Sick Leave

1. Where approved by the employer, sick leave with pay will be provided for the purpose of obtaining necessary medical or dental treatment or on account of injury, illness or disability.

2. The total amount of sick leave with pay taken in a school year shall not be more than:
   a. ten (10) working days for full-time employees or proportion thereof an employee's FTE.
   b. For absences of more than three consecutive days, the employee must provide a medical note.

3. For medical leaves qualifying for short or long term disability, employees must follow guidelines as outlined in Aurora School's group benefit plan.

B. Maternity Leave

1. An employee who has completed 52 weeks continuous employment shall, upon his/her written request at least six weeks in advance, be granted maternity/parental leave to become effective at any time within 12 weeks of the estimated date of delivery, provided that the maternity leave commences not later than the date of delivery.

2. If the pregnancy interferes with the employee's job performance during the 12 weeks before the estimated date of delivery, the employer can require the employee to start maternity leave. This notice must be given in writing.

3. Maternity leave shall be without pay and benefits except for that portion of maternity leave during which the employee has a valid health-related reason for being absent from work and is also in receipt of sick leave, Employment Insurance (EI), Supplemental Unemployment Benefits (SUB), Short Term Disability (STD) or Long Term Disability (LTD). The total period of maternity leave shall not exceed 18 months.

4. An employee on maternity or parental leave shall provide the employer with 6 weeks written notice of readiness to return to work at which time the employer will reinstate the employee into a position. The employee must be reinstated in the same or a comparable position with earnings and other benefits at least equal to those received when the leave began.

5. Parents and/or adoptive parents are eligible for unpaid, job-protected parental leave as per current Government of Canada legislation. Parental leave must be completed within 52 weeks of the date a baby is born, or newly adopted child is placed with the parent.

C. Compassionate Leave

1. Compassionate leave shall be approved by the employer in a case of critical illness or death of the employee's spouse, son, daughter, father, mother, sister, brother, grandparent, father-in law, mother-in-law, daughter-in-law, sister-in-law, son-in-law, brother-in-law, or grandparent of spouse:
   a. for critical illness, up to four consecutive calendar days without loss of salary, provided that such leave is taken within a five (5) consecutive day period, commencing with the date the employee was notified of the illness
   b. for death, up to five calendar days without loss of salary.

2. The length of leave provided for in Section C1 may be extended at the discretion of the employer, should additional time be required for travel.

3. For school-based employees, notification of compassionate leave must be given to the principal. For central office or whole-school staff, notification must be given to the secretary-treasurer. The employer may require documentation to verify the reason for the absence.

4. Leave may be granted for up to one day to attend the funeral of someone not named in C.1.

D. Convocation

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

E. Personal Leave

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

2. Any employee under contract for 61 to 100 days in a school year may be granted 1/2 day personal leave with pay per school year.

F. Additional Leave

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

References

BP5053: Leave of Absence – Non-Teaching Staff

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5100
DEFERRED SALARY
HUMAN RESOURCES

Adopted: January 16, 2023
Revised:
Review: 2028

Deferred Salary

Background/Purpose

To provide Aurora School employees with a deferred salary program option.

Policy Statement

Aurora School believes eligible employees should be given the opportunity to finance a one-year leave of absence without compensation by deferring portions of their salary to provide for a self-funded leave of absence for personal and professional development purposes.

All leaves will be granted; timing of leaves will be managed to ensure school operations are not negatively affected.

Accountability

Superintendent

References

AR 5100: Deferred Salary

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5120
STAFF PROFESSIONAL DEVELOPMENT
HUMAN RESOURCES

Adopted: February 1, 1999
Revised: September 24, 2024
Review: 2026

Staff Professional Development

Background/Purpose

The Board of Directors supports professional development (PD) opportunities for all staff members in their individual pursuit of lifelong learning that enhances educational services for Aurora students. The Board will also provide PD support in areas that the Board targets for organizational growth.

Policy Statement

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

Guidelines

1. Certified Staff (Teachers)

   As per the Collective Agreement, when the Board reviews Guideline 1 of Policy 5120 - Professional Development, the Board shall notify the Alberta Teachers Association. The Association will be invited to the appropriate meeting of the Policy Committee.

   According to the Teacher Quality Standard (Ministerial Order #016/97), teachers are obligated to: "...engage in ongoing professional development."

   The Professional Growth Account is available to all permanent full-time and part-time certified staff members. Staff members on Leave of Absence are not eligible.

   Each eligible certified staff member has access to the account to a maximum of $1500 during the period of September 1 to August 31 of each fiscal year. Part-time certified employees will be eligible for an amount starting at $250 and prorated to their FTE above that amount.

2. Non-Certified Staff

   The Professional Growth Account is also available to all permanent full-time and part-time non-certified staff members. Staff members on Leave of Absence are not eligible.

   Each eligible non-certified staff member has access to the account to a maximum of $1500 during the period of September 1 to August 31 of each fiscal year. Part-time non-certified employees will be eligible for an amount starting at $250 and prorated to their FTE above that amount.

Accountability

Annual review by the Board of Directors.

References

AR 5120 Staff Professional Development

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

5120
STAFF PROFESSIONAL DEVELOPMENT

HUMAN RESOURCES

Adopted: May 14, 2025
Revised:
Review: 2030

Staff Professional Development

Objective

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

Responsibility

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

Regulation

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

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

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

Procedures

1. Staff members who wish to access PD funding support are to make application on forms made available for this purpose.
2. Staff members must obtain approval from the Principal at least two weeks prior to activities that require them to be out of school.
3. Approvals for PD expenses will be made by the Principal based on educational merit to Aurora School program of studies.
4. The cost of teacher registration fees for the ATA Teachers' Convention will be included in individual teachers' $1500 PD allocation.
5. The Principal may require teachers to attend particular professional development activities. In such cases, AACS will pay the expenses and the teacher's account is not affected.
6. The Board may also provide professional development support in areas that the Board targets for organisational growth.
7. Reimbursement will be made for eligible account items upon presentation of original receipts.

8. Eligible expenses for PD include:

   a. University/college course tuition
   b. Conference, seminar, workshop
   c. Food when on PD (up to $30/lunch, $40/dinner) [receipts required]
   d. Lodging when on out-of-town PD (up to $250/night)
   e. Mileage when on out-of-town PD over 100 km from Edmonton (53¢/km)
   f. Parking when on PD (up to $30/day)
   g. ATA conference workshops and Specialist Council conferences
   h. Alcohol will not be expensed

References:

5120 BP: Staff Professional Development

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5130
STAFF ATTIRE
HUMAN RESOURCES

Adopted:	October 2, 1997
Revised:	October 21, 2024
Review:	2029

Staff Attire

Background/Purpose

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

Policy Statement

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

Accountability

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

Reference

AR 5130 Staff Attire

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5130
STAFF ATTIRE
HUMAN RESOURCES

Adopted: October 13, 2015
Revised: August 21, 2018
Review: 2023

Staff Attire

Objective

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

Responsibility

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

Regulation

1. Staff must be well-groomed at all times (clothing clean, pressed).
2. The wearing of the approved Aurora collared shirts by staff will be considered to be appropriate business attire.
3. Denim and athletic clothes are not appropriate including sweatshirts, t-shirts, and leggings worn as pants,
4. Predetermined days that allow for exceptions to the dress code may occur from time to time (certain non-uniform days, athletic days, certain field trips).
5. Physical Education teachers may dress appropriately for those classes following the same rules as students. It is preferred that they change into appropriate clothing for classroom teaching at lunch.
6. Appropriate footwear must be worn. Dress shoes, dress sandals with a back, and leather-type casual shoes are appropriate. Flip flops, crocs, birkenstock-style, and work-out/running shoes are not appropriate for classroom wear.

Reference

BP 5130 Staff Attire

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5300
RECOGNITION FOR LONG SERVICE
HUMAN RESOURCES

Adopted: November 20, 2006
Revised: March 15, 2023
Review: 2028

Recognition for Long Service

Background/Purpose

This policy stipulates the board's commitment in to recognizing long service in our school community.

Policy Statement

The Board acknowledges that its employees are its most valuable asset and will honour those individuals.

Guidelines

1. Service Awards will be awarded to individuals at the completion of each five year phase of employment (i.e. awards will be given for 5, 10, 15, 20, 25, and 30 years of service with Aurora School).

2. Long service awards are consistent with Canada Revenue Agency administrative policy that outlines the parameters in which the long service award is not a taxable benefit.

3. Employees who resign their positions at Aurora Charter School and then subsequently return shall continue their long service years count from where they left off.

Accountability

Superintendent

References

AR 5300 Recognition of Long Service

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5300
RECOGNITION FOR LONG SERVICE
HUMAN RESOURCES

Adopted: March 12, 2018
Revised:
Review: 2020

Recognition for Long Service

Objective

To support Board Policy on Recognition for Long Service.

Responsibility

Secretary-Treasurer

Regulation

1. When fewer than 12 months are served, calculations for eligibility will be made as such:
   - for 3 - 6 months of service, recognition is given for half a year;
   - for 7-12 months of service, recognition is given for one full year

2. Where broken service periods are involved, each partial month of employment will be counted as a full month for the purposes of calculating the total service period.

3. Service Award eligibility (i.e. years of service) is determined by this policy only. The intent of this policy is to provide guidelines to determine when gifts will be given to employees from the Board in appreciation for employee service.

4. For the purpose of Service Awards, any leave will not be considered a break in service provided there was no resignation. Employees who are rehired after resigning from a previous position with Aurora School will begin at year one for award purposes.

5. Employees who resign in good standing or have been laid off after completing their fifth (or multiple of five) year of employment will be eligible to receive a Service Award for those years.

6. For each five-year increment, gift costs will not exceed the following dollar values:

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

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

Reference

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

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
5400
EMPLOYEE PERSONNEL RECORDS
HUMAN RESOURCES

Adopted: May 17, 2007
Revised: October 13, 2015
Review: 2020

Employee Personnel Records

Policy Statement

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

Accountability

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

References

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

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
5400
EMPLOYEE PERSONNEL RECORDS
HUMAN RESOURCES

Adopted: October 13, 2015
Revised: August 30, 2019
Review: 2020

Employee Personnel Records

Objective

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

Responsibility

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

Regulation

1. Personnel records are maintained primarily to provide an individual record of service.

2. An employee's personnel file shall contain:
   a. documentation including correspondence associated with application of employment, curriculum vitae, transcripts, any required security checks, and a copy of a teacher's Teacher qualification Service (TQS), and a copy of a teacher's Alberta Teaching Certificate, if applicable,
   b. employment contracts,
   c. evaluation reports, and
   d. copies of correspondence between the employee, school administration, and Board of Directors.

3. A personnel file shall not contain anonymous items.

4. Employees may review the contents of their personnel file, upon request to the Secretary Treasurer at times that are mutually agreeable. The Secretary Treasurer shall monitor the review of their file. Employees may not remove any part of their file from the School. Employees may request copies of individual documents contained in their files and these shall be provided by the Employer in a reasonable period of time.

5. Other than provided for in item 4 above, access to personnel files is restricted to those who deal with employee welfare or supervision. These individuals shall treat the files as confidential.

References:

BP 5400 Employee Personnel Records

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION

6000 ADMITTANCE

STUDENT POLICY

Adopted: November 16, 2015
Revised: May 3, 2026
Review: 2031

Objective

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

Responsibility

Superintendent, Secretary-Treasurer, Principals

Regulation

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

As AACS is a school of choice with a structured educational program, parents/legal guardians shall also review attendance expectations as part of the interview process. Regular and consistent attendance is a fundamental condition of continuing enrolment. During the registration process, parents/legal guardians will acknowledge their understanding that sustained non-attendance, except where supported by legitimate medical or human-rights-protected reasons, may result in formal intervention, discipline, or a determination that AACS is no longer an appropriate placement for the student in accordance with school policy and the Education Act.

Procedures

1. Parents/legal guardians begin the registration process for their child or children by completing AACS Waitlist Google Form. All pertinent information regarding the prospective student(s) along with required documents, must be entered, uploaded, and added for the application to be considered complete.
2. AACS will use an online register, maintained by the AACS registrar, through AACS Waitlist Google Forms pursuant to procedure B.1. All student information on the waitlist is managed strictly by the AACS Registrar using the online AACS Waitlist Google Form system.
    a. Aurora School will not give out information regarding the waitlist position of the student.
    b. Beginning in the 2026-2027 school year, waitlist will be determined by lottery in keeping with the AACS Charter Document.
3. When an opening becomes available, the parent/legal guardian of the selected student will be contacted by email and provided a scheduled appointment for placement assessment.
    a. The school will only use the main email address provided in AACS Waitlist Google Forms.
    b. Families will have 2 business days to respond to the email.

    c. At the time of placement assessment or offer of admission, parents/legal guardians will review and sign all required enrolment documentation, including acknowledgement of program expectations, student responsibilities, and attendance requirements as conditions of enrolment.
4. Students will be removed from the waitlist for whom:
    i. The parent/legal guardian declined a placement assessment;
    ii. The parent/legal guardian did not respond to the assessment or offer of admission within the designated time allowed;
    iii. The parent/legal guardian declined the offer of admission;
    iv. The parent/legal guardian withdrew after registration;
    v. The information entered into AACS Waitlist Google Form is determined inaccurate, false or misleading;
    vi. The student had an unsuccessful assessment at Aurora School. A maximum of one assessment will be offered per school year. At the Principal's discretion, a student may be allowed to have a chance to do one more assessment the following year, otherwise the student will be removed from the waitlist and need to reapply.
5. Placement assessments will include:
    a. Current school/preschool records and recommendations;
    b. A grade-level assessment prepared by teachers under guidance of Principal at Aurora School;
    c. An interview by a teacher or administrator, including a chance for parents/legal guardians to discuss the Aurora program and requirements.
6. Students who meet assessment requirements will be offered a position in that grade level. Students who do not meet requirements may re-apply onto the waitlist for the next school year.
7. Families who do not contact the Registrar and update any changes to their personal information will be considered inactive.
    a. Parents are responsible for ensuring the AACS Waitlist Google Form is completed correctly and that all submitted information remains current.
8. The current 2019/20 school year minimum entrance age for kindergarten children of Aurora is 4 years and 6 months as of September 1st of the year they begin kindergarten (four years prior to March 1st of the assessment year prior to kindergarten). For the 2020/21 school year and following years, as per current Education Act, minimum entrance age for kindergarten students is 5 years old on or before December 31st of the year the student is enrolled.

Continuing Enrolment

1. Students currently enrolled at AACS are subject to an annual Continuing Enrolment process.
2. Continuing Enrolment is not automatic and is contingent upon a student's ongoing suitability for the AACS program, including adherence to academic, behavioural, and attendance expectations.
3. Parents/legal guardians will be required to review and acknowledge Continuing Enrolment documentation each year, including confirmation of understanding that regular and consistent attendance is a fundamental condition of continued placement.
4. Where a student demonstrates extended or chronic non-attendance, or where attendance patterns approach the threshold of Chronic Non-Attendance, and where such absence is not supported by legitimate medical or human-rights-protected reasons, the school may initiate a review and assessment of the student's placement within the AACS program. As part of this process, the school may:
    i. Initiate formal intervention processes;
    ii. Implement progressive discipline measures where appropriate;
    iii. Assess the student's ongoing suitability for the AACS program;
    iv. Determine that AACS is no longer an appropriate placement;
    v. Decline to offer Continuing Enrolment for the subsequent school year.
5. Decisions regarding Continuing Enrolment will be made in accordance with AACS Administrative Regulations, Board Policies, and the Education Act.

References

Alberta Education Act
6000 BP: Admittance
6040 AR: Student Discipline
6170 AR: Extended Absences

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6035
STUDENT CODE OF CONDUCT
STUDENT POLICIES

Adopted: April 17, 2017
Revised: November 19, 2026
Review: November 2027 (annually)

Background/Purpose

AACS supports and empowers staff, students, parents, and the community in ensuring a safe and caring environment that fosters and maintains respectful and responsible behaviours. The purpose of this policy is to clearly articulate the framework and assurances to establish and account for a~~n~~ environment that offers each student and staff member a safe and caring environment that includes a detailed code of conduct for students based on the requirements of the Education Act, sections 31, 33(2) and 33(3).

Policy Statement

This policy aims to establish and maintain a safe, respectful, caring, accountable and inspiring learning environment for all students and school staff free from violence and distinguished by respect for all protected human rights in compliance with the Education Act, sections 31 and 33(1)(d), 33(1)(d.1), 33(2) and 33(3), the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Clear expectations and accountability for student conduct and behaviour are articulated in this policy. This policy will be reviewed and updated annually by the AACS Superintendent and Board of Directors. Students must not engage in discriminatory conduct based on any protected ground under the Alberta Human Rights Act.

Guidelines

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

1. Students must refrain from engaging in violence and assist in its prevention through safe and appropriate actions, including reporting concerns promptly to a trusted adult, following staff directions and school safety procedures, and not encouraging, supporting or participating in violent and/or bullying conduct. Students are not expected to intervene physically or take any action that could compromise their own safety or the safety of another person. Violence may include physical, sexual, verbal, psychological and online behaviours that cause, attempt to cause, or threaten harm to another person. Respect yourself and the rights of others in the school and all school-related activities inclusive of extracurricular and co-curricular activities at any time or place.
2. Consistent with AACS's academic focus, students are expected to demonstrate a dedicated and consistent work ethic, contribute positively to the classroom dynamic, complete assigned work, and maintain honesty and academic integrity in all school-related activities.
3. Ensure your conduct contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviour that respects everyone in the school and at all school-related activities.
4. Students may express their views in accordance with the law, human rights legislation, this Student Code of Conduct and other applicable Board policies.

5. Whether inside or outside of school, during school hours or outside of them, or electronically/online:
    a. Do not engage in bullying and/or violent behaviour.
    b. Do not participate in, encourage or support bullying or violence; report concerns safely and promptly to a trusted adult.
    c. Do not create, request, possess, distribute, share or threaten to distribute an intimate image without lawful consent, or create, distribute, or share derogatory or discriminatory electronic content.
6. Inform a trusted adult or AACS staff member promptly of incidents of violence, bullying, harassment, discrimination, intimidation, or any safety concerns at school, on a school bus or during any school-related activity.
7. Act in ways that honour and represent you and your school.
8. Attend regularly and punctually. Students are expected to be at the school regularly and punctually as members of our academically focused teaching and learning team.
9. Be ready to learn and actively engage in and diligently pursue your education. Dedicated work ethic is one of AACS's foundational elements in our academically focused learning systems.
10. Know and comply with the rules of your school.
11. Cooperate with all school staff.
12. Be accountable for your behaviour to your teachers and other school staff.
13. Contribute positively to your school and your school community.

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

1. Behaviours that interfere with the learning of others, disrupt the school environment, or create unsafe, bullying, and/or violent conditions.
2. Acts of bullying, harassment, violence, or intimidation in any context including electronically, whether or not inside the school building or during the school day.
3. Physical violence including any type of violent threats or actions.
4. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concerns.
5. Illegal activity such as:
    a. Possession, use, or distribution of illegal or restricted substances,
    b. Possession or use of weapons,
    c. Theft or damage to property.
6. Discrimination as outlined in the Alberta Human Rights Act and Canadian Charter of Rights and Freedoms, based on race, colour, ancestry, place of origin, religious beliefs, gender, physical or mental disability, marital status, family status, source of income, or sexual orientation, will not be permitted.

C. Expectations for School and Classroom Discipline Practices

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

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

Accountability

The Board of Directors approves the Student Code of Conduct, the Superintendent ensures that it is implemented and reviewed annually, and principals communicate and administer it within their schools with all staff and stakeholders. This policy will be reviewed annually, provided to all staff, students, and parents of students, and made readily available to the public, including on the AACS website.

References

Education Act, SA 2012, c E-0.3, ss. 31 and 33(1)(d), (1)(d.1), (2) and (3).
6040 BP: Student Discipline
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6036
AURORA SCHOOL UNIFORM
STUDENT POLICIES

Adopted: March 17, 2022
Revised:
Review: 2027

Aurora School Uniform

Background/Purpose

This policy sets out the purpose, intent, and guidelines of the use of uniforms at Aurora.

Policy Statement

Uniforms help build a sense of community in our schools and promote inclusivity and unity. Uniforms also increase school safety by quickly identifying students and non-students by teachers, reducing instances of bullying, and being less of a distraction during learning. Personal expression is valued and encouraged at Aurora. Aurora's uniforms are non-binary, meaning there are no 'girls' uniforms' or 'boys' uniforms.' Any item may be selected and worn by any student.

Definition

Uniforms include pants, skirts, shorts, skorts, shirts, dresses, sweaters/sweatshirts, and vests. Not included in this definition, nor policy, are coats, snow pants, other outerwear, hair accessories or shoes.

Guidelines

1. Students must be properly outfitted in the school uniform each day;
2. Uniforms must be purchased through Aurora School's uniform supplier and,
3. Tights and leggings do not need to be purchased through Aurora School's uniform supplier but should be plain white, blue, black, or grey.

References

AR6036 – Aurora School Uniform
Aurora Student Handbook

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION
6036
AURORA SCHOOL UNIFORM
STUDENT POLICIES

Adopted: March 17, 2022
Revised:
Review: 2026

Aurora School Uniform

Objective

To provide direction for the implementation of Board Policy 6036 regarding the Aurora School Uniform.

Responsibility

School administration and teachers as required by the regulation

Regulation

A. School Uniform
   1. Students must be properly outfitted in the school uniform each day as specified in the Aurora Student Handbook.
   2. Students are required to wear their gym uniform for Physical Education classes.
   3. To give Grades 5 – 9 students some autonomy, some uniform items can only be worn by students in these grades.
   4. School uniforms are required for select field trips or events (as deemed appropriate by the teacher and administrator) when representing Aurora Charter School.

B. Dress Day
   1. Students are expected to be in dress day wear according to uniform requirements found in the Aurora Student Handbook on Mondays or as directed by the school administration.

C. Alternative Dress Days (ADD)
   1. Alternative Dress Days (ADD) are scheduled throughout the school year to give students the opportunity to wear clothing outside of the school uniform.
   2. ADDs are themed and/or colour based according to the schedule found in the school newsletter.

D. Non-Compliance Procedures
   1. First Occurrence: Providing there is a parent note, homeroom teachers will in most cases grant a one-day exemption for excuses such as, “in the wash,” “forgotten at grandmother’s,” and so on. The student should carry the note initialed by the homeroom teacher so that it can be produced if questioned by another teacher or administrator.
   2. Second Occurrence: Teacher should place uniform sticker in homework book and/or contact parents.
   3. Third Occurrence: Teacher should provide a referral to administration so that contact with parents can be made advising them of the consequences of further non-compliance. If possible, have clothes delivered from home.
   4. Fourth Occurrence: Referral to the principal for a one-day full suspension.
   5. Fifth and Subsequent Occurrences: Further suspensions and possible application for expulsion.

This process may be preempted if particular students repeatedly do not comply. For new registrants during the school year, consideration may be given while they wait for their uniform order. At the beginning, there will likely be a few rulings required regarding acceptable uniform wear.

References

BP 6036 – Aurora School Uniform
Aurora Student Handbook

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6040
STUDENT DISCIPLINE
GOVERNANCE AND OPERATIONS

Adopted: February 18, 1998
Revised: November 19, 2026
Review: 2031

Background/Purpose

Effective student discipline is at the foundation of our strong, academically focused teaching and learning program. This includes supporting student responsibility, engagement in learning, and adherence to the expectations of participation inherent in a school-of-choice environment. All students are expected to safeguard and contribute to a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Definitions

1. Personal harassment is defined as any behaviour that has as its intent or effect the alarm, provocation, intimidation, or belittlement of a person, regardless of medium (e.g., in-person, online), place, or time. It can include, but is not limited to, the following:
    a. unwanted physical contact;
    b. unwelcome remarks or compromising invitations;
    c. degrading or demeaning language directed at an individual;
    d. verbal abuse or display of suggestive material;
    e. inappropriate gestures.

2. Violence means threatened, attempted or actual conduct that causes or is reasonably likely to cause physical or psychological harm to another person, including sexual violence and threats communicated in person or electronically. Students must refrain from engaging in violence of any kind at school and during school-related activities and, without putting their own safety or well-being at risk, assist in preventing such violence by reporting concerns to and co-operating with the intervention efforts of school staff.

3. Bullying, as set out in section 1(1)(d) of the Education Act, includes 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 another individual in the school community, including psychological harm or harm to reputation.

4. Disruptive or inappropriate conduct means behaviour that interferes with teaching, learning, safety, or the orderly operation of the school but does not necessarily meet the threshold of personal harassment. This may include, but is not limited to:
    a. use of profanity or inappropriate language
    b. disrespectful or defiant behaviour
    c. conduct inconsistent with expectations of a school of choice

5. Suspension means the temporary exclusion of a student, in accordance with section 36 of the Education Act, from a class period, one or more classes or courses, school, school transportation, or a school-related activity. A suspension may not exceed five school days unless the principal recommends expulsion.

6. Expulsion means a decision of the Board, made in accordance with section 37 of the Education Act following a principal's recommendation, to exclude a student from school, classes or courses, school transportation, or a school-related activity.

Policy Statement

An orderly, respectful, and studious environment allows for the fulfilment of our learning objectives. Furthermore, we believe that effective teaching and supervision alleviate the majority of discipline concerns. To be effective, our policy must be simple, fair to those concerned, fully communicated to our stakeholders, and fully enforced. Maintaining such an environment requires that students not only conduct themselves appropriately but also actively engage in the educational program, including meeting expectations related to regular attendance and participation. This discipline policy is grounded in the expectation under section 31(c) of the Education Act that all students contribute to a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Guidelines

Our expectations for student behaviour are those set out in section 31 of the Education Act and 6035 BP: Student Code of Conduct. A student, as a partner in education, has the responsibility to:

1. attend school regularly and punctually,
2. be ready to learn and actively engage in and diligently pursue the student's education,
3. ensure that the student's conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours;
4. respect the rights of others in the school;
5. refrain from, report and not tolerate bullying directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
6. refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in preventing such violence by reporting concerns to and co-operating with the intervention efforts of school staff,
7. comply with the rules of the school and the policies of the board,
8. cooperate with everyone authorised by the board to provide education programs and other services,
9. be accountable to the student's teachers and other school staff for the student's conduct, and
10. positively contribute to the student's school and community.

Failure to meet these responsibilities, including sustained non-attendance or refusal to engage in the educational program, may result in progressive intervention consistent with applicable Board policies, administrative regulations and sections 31, 36 and 37 of the Education Act. Where such conduct continues following appropriate intervention, parent communication and consideration of accommodation requirements, it may be considered in determining whether the student has demonstrated a wilful, blatant and repeated refusal to comply with the student responsibilities established under section 31 of the Education Act.

General Provisions

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

1. Treatment of all individuals involved in disciplinary matters in a manner that is respectful, fair, proportionate, and consistent with the standard expected of a reasonable and judicious educator.
2. Procedures which are fair, objective, consistent, and reasonable.
3. Avoidance of threats and other measures that can be regarded as excessive.
4. Early detection of attendance concerns and other potential discipline problems and early action to resolve them without resorting to severe punitive measures. Where attendance concerns persist despite early intervention, further disciplinary or placement review processes may be initiated in accordance with Administrative Regulations.
5. Early and ongoing communication with parents throughout the entire process of dealing with discipline problems.
6. Integration of restorative practices where appropriate to assist and maintain student discipline.
7. Students will participate in their own discipline improvement process in collaboration with the Student Learning Services team.
8. Recommendation for counselling services when deemed appropriate.
9. Concentration upon the development of positive school practices and effective teaching as a means of encouraging appropriate student behaviour and maintaining school order.

10. Prompt action to resolve discipline problems, especially those that may lead to a suspension.
11. Decisions regarding the use of disciplinary measures should be made in consideration of the following:
    a. Effect of the student's behaviour upon other students, the staff, and the school.
    b. Nature of the action or incident that calls for disciplinary measures.
    c. Student's previous conduct.
    d. Student's age and maturity.
    e. Whether a disability or identified learning need materially affected the student's conduct and whether applicable supports and accommodation requirements were provided. The existence of a disability or learning need does not, by itself, excuse misconduct or preclude proportionate disciplinary action.
    f. Impact of the proposed action on the student's future behaviour.
    g. Previous disciplinary actions.

Expulsions

Expulsion is considered a measure of last resort and is reserved for circumstances where a student's conduct, including sustained non-compliance with program expectations, demonstrates that continued placement is no longer appropriate. Expulsion procedures, as set out in the Administrative Regulation, are to be consistent with section 37 of the Education Act. If a student is suspended, the principal may recommend, prior to the end of the student's suspension, that the board expel the student if:

1. the student has displayed an attitude of wilful, blatant and repeated refusal to comply with section 31 of the Education Act;
2. the student has displayed an attitude of wilful, blatant and repeated refusal to comply with 6035 BP: Student Code of Conduct;
3. the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
4. the student has distributed an intimate image of another person knowing that the person depicted in the image did not consent to the distribution, or being reckless as to whether or not that person consented to the distribution.

Expulsion procedures must ensure that the rules of natural justice and due process are followed, including the right to request a review of the Board's decision by the Minister under section 43 of the Education Act.

The seriousness of misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offence.

Accountability

Superintendent

References

Education Act (Alberta), sections 1(1)(d), 31, 32, 33, 36, 37 and 43
6035 BP: Student Code of Conduct
2150 BP: Appeal Procedure
6000 AR: Admittance
6170 AR: Extended Absences
6040 AR: Student Discipline

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION
6040
STUDENT DISCIPLINE
STUDENT POLICIES

Adopted: November 16, 2015
Revised: May 3, 2026
Review: 2027

Background/Purpose

To provide direction for implementation of the Board Policy on Student Discipline. Student discipline at AACS is intended to support a safe, respectful, and effective learning environment. This includes addressing patterns of behaviour or non-compliance that interfere with a student's ability to participate meaningfully in the educational program, including failure to meet established conditions of enrolment, such as regular attendance.

Definitions:

1. Suspensions are defined as removal from the activities in section E for a period of up to and including five school days. A suspended student will be reinstated by the Principal after five days unless being recommended for expulsion.
2. Expulsions are defined as removal from regular student activities for more than 5 school days.

Responsibility:

Teachers and School Principals.

Regulation:

All student discipline processes shall follow the principles of natural justice, including clear communication of concerns, timely notice of decisions, an opportunity to respond, and decision-making free from bias.

Where appropriate, staff will employ restorative practices, early intervention, and supportive responses that encourage learning and behavioural improvement, while maintaining a safe and orderly learning environment.

Removal from Class

1. A teacher may remove a student from a class for 1 block subject to the following procedures:
    a. The teacher informs the student about the removal and the reasons for the removal.
    b. The student is given an opportunity to offer an explanation for his/her action.
    c. The teacher directs the student to administration to remain under the supervision of the school until the student's normal class dismissal time.
    d. The first instance of a student being removed from class, the teacher will report to the Principal verbally or in writing. Should the same student be removed from that class in the future, the teacher reports in email all of the circumstances surrounding the removal to the Principal in a timely manner.
    e. The teacher informs the parents of the student of the removal and the circumstances surrounding it and work together for a solution in the future.

2. The Principal, in consultation with the relevant teacher, may follow one of the following courses of action:
    a. Reinstate the student the following class
    b. Conditionally reinstate the student
    c. Remove the student from one or more classes for a certain duration
    d. Suspend the student from school for a specified duration, up to and including 5 days

Suspensions

1. Suspensions should generally be used only after less severe forms of action have been taken. In cases involving chronic non-attendance or failure to participate in the educational program, suspension will be considered only after documented intervention efforts, including Attendance Improvement Plans and placement review processes, unless circumstances warrant more immediate action.
2. The circumstances for student suspensions extend to actions, words, or behaviour performed on school grounds as well as off school grounds, such as on school buses, field trips, sporting events, and online.
3. Circumstances under which suspension may be considered include but are not limited to violations of the Aurora School Student Code of Conduct and the Student Responsibilities detailed in the Alberta *Education Act* :
    1. Respect yourself and the rights of others in the school.
    2. Ensure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects the diversity and fosters a sense of belonging of others in your school.
    3. Whether inside or outside of school, during school hours or outside of them, or electronically/online:
        a. Will not engage in bullying behaviour.
        b. Will refuse to tolerate bullying or bullying behavior.
        c. Will not share intimate, derogatory or discriminatory images.
    4. Inform a trusted adult in a timely manner of incidents of bullying, harassment, discrimination, intimidation, or any safety concerns in the school.
    5. Act in ways that honour and represent you and your school.
    6. Attend regularly and punctually.
    7. Be ready to learn and actively engage in and diligently pursue your education.
    8. Know and comply with the rules of your school.
    9. Cooperate with all school staff.
    10. Be accountable for your behavior to your teachers and other school staff.
    11. Contribute positively to your school and your school community.

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

    1. Behaviours that interfere with the learning of others, disrupt the school environment, or create unsafe conditions, including disrespectful or inappropriate behaviour and/or inappropriate language toward members of the school community.
    2. Acts of bullying, harassment, or intimidation in any context including electronically, whether or not inside the school building or during the school day.
    3. Physical violence.
    4. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concerns.
    5. Prohibited and/or illegal activity such as:
        a. Possession, use, distribution, or contact with illegal or restricted substances,
        b. Possession, use, distribution, or contact with items used as weapons, whether in person, in a bag, or in a locker
        c. Vandalism, theft, or damage to property, including software
        d. Possession and distribution of any intimate images

    6. Discrimination as outlined in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*, based on race, colour, ancestry, place of origin, religious beliefs, gender, physical or mental disability, marital status, family status, source of income, or sexual orientation.
    7. Persistent failure to comply with student responsibilities or conditions of placement, including refusal to engage in the educational program, failure to adhere to Attendance Improvement Plans, or sustained non-compliance following documented intervention.

5. All suspensions (in-school, outof school, bus, etc.) will take effect immediately (if safety is an issue or the severity of the offence warrants or the next school day.

6. If the student is not to be reinstated within five school days after the date of the suspension, the Principal shall forthwith inform the Board of the suspension and report to the Board all the circumstances respecting the suspension and the Principal's recommendation. The student remains suspended until the Board has made a decision according to the *Education Act*.

7. The Board shall, within ten school days after the date of the suspension, reinstate the student or expel the student from school in accordance with the *Education Act*.

Suspension from School and School-Related Activities

1. The Principal may suspend a student from:
    a. One or more class periods
    b. One or more courses or education programs
    c. School
    d. Riding on a school bus
    e. School-related activities
2. When a Principal suspends a student from school, school activities or riding the school bus, , the following procedures will apply:
    a. Administration will confer with the affected staff to gather information about the student's behaviour.
    b. Administration will inform the student about the proposed suspension, its consequences, and the reason the suspension is being considered.
    c. The student will be given an opportunity to offer an explanation for his/her behaviour.
    d. If a suspension is deemed warranted, Administration will inform the student of the reason for the suspension and length of the suspension and
        i. immediately inform the student's parent of the suspension,
        ii. report in writing to the student's parent all the circumstances respecting the suspension, and
        iii. provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.
    e. Where a student is not to be reinstated after five school days of the date of their suspension, the Principal will proceed to the Expulsion process.
    f. Where suspension is related to chronic non-attendance or refusal to engage in the educational program, documentation of attendance interventions, parent communication, and placement review shall form part of the suspension record.

Suspension with Recommendation for Expulsions

1. When the student's behaviour or history of behaviour is very serious, the Principal may suspend the student and refer the matter to the Board along with a recommendation for expulsion.
    a. A documented history of chronic non-attendance, refusal to comply with intervention measures, or failure to meet established conditions of placement may constitute sufficient grounds for suspension with recommendation for expulsion where such behaviour significantly impacts the student's learning or the functioning of the school.
2. When a principal recommends expulsion, the Superintendent (or designate) shall review the case and meet with the parent/guardian and the student (if 16 years of age or older).
3. The Superintendent (or designate) shall issue a written decision to reinstate the student or expel the student.
4. Written reasons shall be provided to the parent/guardian and the principal.
5. Where a student is expelled, the student shall be offered an appropriate educational program for the remainder of the school year in accordance with the Education Act.

Appeal to the Board

1. The parent/guardian (or the student if 16 years of age or older) may appeal the Superintendent's expulsion decision to the Board within five (5) school days of receiving written notice.

2. The Board will hear the appeal within ten (10) school days and will decide to:
    a. uphold the decision, or
    b. reinstate the student.

3. The Board's decision shall be final and subject only to Ministerial review under the Education Act.

Expulsions

1. Expulsion procedures are consistent with the Education Act.
2. Expulsion will only be used when:
    a. a. It is deemed that other means of corrective action, including consultation with parents and suspensions have failed to achieve orderly and appropriate student behaviour. or
    b. The student's continued presence in the school is deemed to seriously threaten or disrupt the orderly functioning of the school, or the student's presence is deemed to be a danger to persons or property.
    c. Persistent failure to attend, engage in, or meaningfully participate in the educational program, following documented intervention, may be considered behaviour that disrupts the orderly functioning of the school or demonstrates that the student is no longer appropriately placed within the AACS program.

3. Expulsion procedures must ensure that the rules of natural justice and due process are followed, including a right to request a review of the Board's decision to the Minister.
4. The seriousness of misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offence.

References

Education Act (Alberta), Sections 32 and 33
6040 BP: Student Discipline
6035 BP: Student Code of Conduct
2150 BP: Appeal Procedure

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6050
FIELD TRIPS
STUDENT POLICIES

Adopted: May 15, 2017
Revised: January 22, 2026
Review: 2030

Policy Statement

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

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

Guidelines

1. Field trips approved by Aurora School must have:
    a. Educational goals established for the trip that are compatible with the objectives of the course(s) being taught
    b. Educational value
    c. An itinerary outlining approximate times and specific locations
2. All field trips require prior approval as indicated below:
    a. For field trips within Edmonton and surrounding area - Principal
    b. For field trips outside Edmonton and the surrounding area - Superintendent
    c. Approved field trips must include appropriate supervision arrangements that reflect the age of students, the nature of the activity, and the level of risk involved.
3. Any field trip may be cancelled and/or prior approval(s) withdrawn should circumstances related to the safety and well-being of students change. Examples include, but are not limited to:
    a. Adverse weather conditions (e.g., freezing rain, extreme heat, or poor air quality)
    b. Travel advisories or road closures
    c. Sudden staffing shortages that affect adequate supervision ratios
    d. New information regarding the destination's safety, such as facility issues or security alerts
    e. Trips may be cancelled by the Board, the Superintendent, a Principal, or a supervising teacher
    f. No requests for financial compensation or reimbursement will be considered. In exceptional circumstances, the Superintendent or the Authority may approve reimbursement where it is reasonable and appropriate to do so.

4. Approved field trips must include appropriate provisions to address student medical needs and potential medical emergencies, including parental consent for emergency medical treatment and alignment with the Authority's insurance and liability coverage.

   Staff and authorized supervisors are protected by the school's liability insurance when acting within the scope of their duties as approved by the school's administration. Regarding liability coverage:

   a. Secretary-Treasurer shall verify adequate liability coverage for the type of activity is in place for overnight field trips.
   b. Coverage is effective only for activities held within Canada or continental USA; international travel is approved by the Superintendent on a case-by-case basis.
   c. A Parental Consent Form must be signed by the parents and participants students for each field trip. The form must clearly detail the risks involved with the trip and ask the parents to acknowledge their recognition of those risks.
   d. Consent forms must include consent from parents authorizing the teacher leader to arrange for any necessary medical treatment.
   e. The school shall keep a record of each field trip for two years. This includes consent forms, administration authorization, and trip information letters.
   f. The teacher in charge of the field trip will be included in the decision to withdraw approval.

References

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

6050
FIELD TRIPS

STUDENT POLICIES

Adopted: November 16, 2015
Revised: October 28, 2019
Review: 2020

Objective

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

Responsibility

Principals and Teachers

Regulation

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

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

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

4. In terms of supervision:
    a. All field trips must be under the direct supervision of at least one teacher. Parents and volunteers listed on the field trip checklist are considered agents of the school for insurance purposes. Parents and volunteers accompanying students on field trips are responsible to the teacher supervisor. All field trip volunteers (including parents/guardians) must provide a current vulnerable sector police information check for overnight field trips that involve students.

Prior to leaving on a field trip, they must be instructed of their supervisory responsibilities by the teacher supervisor. They must also acknowledge their acceptance of responsibility by filling out the Field Trip Volunteer Form (Appendix 5, 6050.5).

b. Both male and female supervisors will be provided for overnight co-educational field trips
c. An appropriate student/supervisor ratio should be adhered to using the following guideline.
d. The teacher is responsible for ensuring that an acceptable level of student discipline is maintained
e. Everyone involved in the trip must be dressed and equipped in a manner appropriate to the activities to be undertaken

5. In terms of safety, the Principal and staff should take reasonable measures to minimize the risks to students participating in field trips. Safety guidelines are as follows:
    a. Outdoor activities should normally not be conducted when temperatures fall below levels appropriate for both the activity and the age of the students.
    b. A first aid kit must be taken by staff on every field trip.
    c. When field trips involve swimming or boating, the supervising teacher must ensure that the activity is under the direct supervision of a person trained in water safety procedures with a minimum of a current Bronze Medallion and Emergency First-Aid.
    d. When field trips involve backcountry hiking, the supervising teacher must ensure that the activity is under the direct supervision of a person trained in Emergency First-Aid and CPR.
    e. All students involved in boating activities must wear an approved Personal Floatation Device.
    f. Recognized safety procedures will be adhered to. Sources: Safety Guidelines for Physical Activity in Alberta Schools, Alberta Red Cross.

6. For field trips planned for remote wilderness areas and overnight, the supervising teacher must:
    a. Be familiar with the area and have established safety and emergency procedures understood by all participants
    b. Inform appropriate local authorities (RCMP, Forestry or park officials) about the itinerary, location, and route
    c. Establish procedures to contact the school Principal in the event of an emergency
    d. Ensure that any area use permits and licenses have been obtained
    e. Be responsible for carrying: list of student participants, phone contact numbers, Alberta Health Care numbers, information regarding medication and medic-alert needs of participants, cell phone (when available)
    f. Have students fill out a Medical Information Form (see Appendix C)
    g. Fill out of Trip Preparation Checklist (see Appendix D) and have it signed by the Principal

References

6050 BP: Field Trips
6050.1 AR

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6055
STUDY PERIOD
STUDENT POLICIES

Adopted: January 20, 2025
Revised:
Review: 2030

Background/Purpose

The Study Period after school is designed to provide students with a structured learning environment. This policy outlines the expectations and framework for managing Study Periods at Aurora Academic Charter School.

Definitions

Study Period: A designated time after school for students to complete developmentally appropriate learning activities under supervision.

Policy Statement

Aurora Academic Charter School believes that providing a dedicated Study Period that supports students developmentally, by giving them time to focus on their school-related responsibilities in an environment conducive to appropriate learning activities. This policy is in line with the school's mission to enrich developmental excellence and support students in their learning journey.

1. **Student Participation:**
   Participation in the Study Period is open to all students.
2. **Supervision and Structure:**
   a. The Study Period will be supervised by qualified staff, ensuring a quiet, respectful environment.
   b. Students are expected to come prepared with all necessary materials and use the time productively as directed by administration.
   c. The Study Period will have a designated minimum duration of 30 minutes.
3. **Location and Schedule:**
   a. Study Period will take place in designated spaces.
   b. Parents will inform the school should they wish for their child to attend.
4. **Guidelines for Student Conduct:**
   a. Students must adhere to the school's code of conduct during the Study Period.
   b. Disruptive behavior will result in removal from the Study Period and notification of parents.

Accountability:

The Superintendent will ensure the effective implementation of the Study Period. The Principal is responsible for organizing the schedule, assigning staff, and reporting the outcomes of the Study Period to the Board.

References:

Aurora Academic Charter School Charter Document

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6130 STUDENT EVALUATION
STUDENT POLICIES

Adopted: December 3, 1997
Revised: March 17, 2022
Review: 2027

Background/Purpose:

At Aurora School, student evaluation is designed to assess students' progress, assist in establishing and maintaining standards, assess the school's program, and support the ongoing improvement of student achievement. In support of this, Aurora values, respects, and celebrates student success through both formal and informal recognition programs.

Policy Statement:

Aurora is committed to employing equitable, consistent, and fair evaluatory practices. The quality of student learning is based on established performance standards.

Guidelines:

- Student evaluation will be accurate, fair, and equitable; students have a right to appeal following the appeal procedures;
- evaluation is used to inform and improve the quality of educa□onal programs offered;
- evaluation is communicated in a timely manner to students and parents;
- standardized tests (including Provincial Achievement Tests) and internal common assessment instruments are used to assess the quality and effectiveness of school programs; and,
- student excellence is formally recognized.

Accountability:

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

References:

6130A AR Student Evaluation
6130B AR Student Recognition

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

6130 STUDENT EVALUATION

STUDENT POLICIES

Adopted: November 16, 2015
Revised: August 30, 2024
Review: 2025

Objective:

To support the implementation of Board Policy on student evaluation

Responsibility:

School principals and teachers.

Regulation:

A. Planning
Prior to the beginning of each school year, the Principals or their designates will ensure that yearly plans are submitted, made available to parents, and checked to ensure the Program of Studies is being covered. Unit plans and lesson plans will be kept in accordance with directives in the Staff Handbook.

B. Reporting
   a. Student progress will be summarized in three report cards per year in Primary and two interim reports and two end-of-year semester reports in Secondary. The Principals or their designates will review report cards prior to distribution.
   b. As part of the Principal's annual (or semi-annual) report, an analysis will be made of student results on Provincial Achievement Tests and standardized tests such as the Canadian Achievement Test (4). This analysis should serve to enhance future curriculum and delivery.

C. Parent-Teacher Conferences
Following the first and second report cards in Primary and interim reports in Secondary scheduled parent-teacher interviews will be arranged. The school calendar will stipulate the dates and times. These scheduled interviews in no way preclude teacher-parent meetings on other occasions as need be.

D. Promotion, Retention, Acceleration
Basic to the Aurora School philosophy is the importance of quantifiable student achievement, and the belief that students cannot effectively cope with a particular level and course of studies, without having successfully completed the previous level and course of studies.

A summative evaluation for each child will be the final report card in June. Students must show readiness for the next grade, or will be offered a space to repeat their current grade.
   a. The following steps need to have been completed for students who are in danger of not meeting grade standards:
   b. No later than two weeks following the issuing of each report card, teachers must inform the Principal of the students for whom retention (or acceleration) is being considered.
   c. The Principal or designate will notify parents in an email and every attempt will be made for a conference to discuss strategies for improvement. The Principal will include in the email strategies and resources for improvement.
   d. No later than five weeks following the issuing of the spring report card, the Principal must inform the parent(s) in writing that retention (or acceleration) is being contemplated for their child.
   e. In the Secondary, parents and students who are at risk of retention will meet with the Principal at the beginning of June to discuss the standard that students must meet for the final report card. The results of the conversation will be emailed to parents as a final notification of retention standards. Where the Principal has reviewed all the important aspects of the student's situation, and retention or acceleration has been decided upon, a letter to that effect must accompany the final report card home.

f. In the Primary, between the second and third report cards, every attempt should be made to meet with the parents of students for whom retention (or acceleration) is being contemplated, so that the situation can be thoroughly reviewed. Where the Principal has reviewed all the important aspects of the student's situation, and retention or acceleration has been decided upon, a letter to that effect must accompany the final report card home.

E. Appeals

Where a parent, and/or student has a concern about an evaluation strategy, technique, mark, or retention:

1. an informal resolution should be sought:
    a. with the teacher of the course or grade
    b. and if unresolved, with the Principal of the school
    c. and if a resolution is still not reached, with the Superintendent
2. A formal and written request for resolution of an issue which was not satisfied through informal discussion:
    i. may be made to the Principal within one week of the incident, who will respond in email. Appeals of retention must be made within one week of the June report card.
    ii. If unresolved, may be made to the Superintendent within one week of the Principal's decision
    iii. the Superintendent will compile background information supporting his/her recommendation to the Board
    iv. the Board will review the formal request and the Superintendent's background and recommendation prior to making a decision

F. Course Challenges Grade 10-12

f. A student may apply to the Principal to Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course, and is ready to demonstrate that achievement through a formal, summative assessment process, may request for course challenge to their principal. For diploma examination courses, this applies only to the school-awarded mark.

g. The student is responsible for providing evidence of readiness to challenge a course..

h. The senior high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation with the student, the parent(s) and the teacher of the course.

i. The Principal shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority, except for those courses in the Exceptions section of the Guide to Education

j. A student who successfully demonstrates through the course challenge process that they possess the outcomes for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged, except in diploma examination courses, which require the school-awarded mark to be blended with the diploma examination mark. The percentage mark for the course challenge is to be reported in PASI.

k. Upon the student's successful completion of a course challenge, waived prerequisite credits and either a percentage mark or a "P" for pass are granted by the principal for courses lower in the course sequence. If a student wishes to receive a percentage mark on their Alberta Transcript.

l. A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise their mark, the student is required to take the course

F. Student Awards and Recognition

At the heart of Aurora School's philosophy is the pursuit and recognition of effort and excellence in all aspects of school life. The motto, "All hard work yields a profit" is interpreted beyond the implications and refers to the innate self-satisfaction derived from the personal accomplishment of students.

Beyond this quiet personal satisfaction, we believe there is a role for public recognition.

1. Term awards will be given as follows for Grade 5 and higher:
    a. In Primary: Outstanding citizenship – one per class
    b. In Primary: Diligence – one per class. The student who demonstrates hard work and/or improvement throughout the term.
    c. In all grades 5-12: Honours With Distinction - Any student in each grade who achieves 90% or higher by averaging the four core subjects. Students must not have anything lower than a B or a 75% in any subject.
        i. Students must take a minimum of 2 core subjects at Aurora per term
    d. In all grades 5-12: Honour Roll - Any student in each grade who achieves 80% or higher by averaging the four core subjects. Students must not have anything lower than a B or a 75% in any subject.
        i. Students must take a minimum of 2 core subjects at Aurora per term

2. Year-End Awards:
    e. A Principal's award for overall academics, leadership, and sportsmanship
        i. In Primary: one award for the eldest grade in the school
        ii. In Secondary: one Principal's award per grade.
    f. Grade 12 Valedictorian
        a. All core courses must have been completed at Aurora at the 20 and 30 level.
        b. The student with the highest overall average based on their course marks in the following subjects
            i. English 20-1 and 30-1, Social Studies 20-1 and 30-1, Math 20-1 and 30-1, and one science from Physics 20 & 30, Chem 20 & 30, or Biology 20 &30
            ii. Students must submit the courses they wish to be considered for Valedictorian by February 15
            iii. Marks will be calculated to the second decimal place
            iv. In the case of a tie, grade 10 final marks from the same subjects will be used to make a final decision.

G. Grade 12 Salutatorian
    a. Grade 12 students can nominate another student for Salutatorian. The nomination paper will include details of how this person has enriched the Aurora community and shown exceptional values. Nominations must include two teacher recommendations.

All awards will be posted in the foyer and published in the school newsletter following each report card.

G. Criteria
1. Any student on Extended Leave during that Term is ineligible for an award, Honor Roll, and Honors with Distinction in that Term but still eligible for awards in the other Terms.
2. Any student having an Extended Absence in ANY term is ineligible for the Principal Award if applicable
3. Any student with a "UA" as a report card grade in any subject is ineligible for any awards that Term, including Honor Roll and Honors with Distinction and the Principal's Award, if applicable.
4. Any student who misses a Final Exam in June is ineligible for the Principal's Award if applicable.
5. All awards and Honor Roll standing are at the discretion and approval of the Principal.
6. Subjects using Letter Grades (Physical Education, Health, Music, Options, Art) will reflect the following information:

Letter Grade	% Range	PowerSchool will show
A	90 - 100	95
B	75- 89	85
C	60 - 74	65
D	50 - 59	55
F	0 - 49	45

AURORA ACADEMIC
CHARTER SCHOOL

Board Policy
6170
EXTENDED ABSENCES
GOVERNANCE AND OPERATIONS

Adopted: March 2, 2004
Revised: April 23, 2026
Review: 2031

Background/Purpose

This policy outlines AACS's expectations regarding extended absences, and affirms the importance of regular attendance as a foundational element of student participation in the AACS program.

Policy Statement

Students learn best when they are present and engaged in the learning process. Aurora is unique and provides a structured academic program. There is a positive correlation between academic success and attendance at school; absences impact academic progress as well as the development of social skills, emotional well-being, and overall engagement in the learning process, illustrating the importance of regular attendance for holistic student growth. If families choose to take an extended absence, they must accept that there is an academic cost involved, which may result in lower academic performance and may also affect the student's ability to fully participate in and benefit from the AACS program.

As a school of choice with a structured educational program, AACS expects regular and consistent attendance as a fundamental condition of student participation. Extended or repeated absences, except where supported by legitimate student medical needs or for human-rights-protected reasons, may impact not only academic progress but also a student's ongoing suitability for placement within the program.

For the purposes of attendance monitoring, AACS recognises chronic absence as absence from 10% or more of scheduled instructional time, whether calculated across the school year or, in semestered courses, across the applicable semester. This threshold is an indicator used to support identification, review, and intervention; it does not constitute an approved level of absence, limit the school's ability to address attendance concerns at an earlier stage, or guarantee continued placement or continuing enrolment.

Where extended absences are attributed to medical reasons, the school may require supporting documentation from the treating physician/regulated health professional licensed to practise in Alberta confirming the medical necessity and anticipated duration of the absence. Documentation must specify the expected duration of the absence or a date for reassessment. Indefinite or open-ended medical absences may be subject to periodic review by the school to determine appropriate educational programming, placement, or continuing enrolment considerations.

Where a student's pattern of extended or repeated absences materially interferes with participation in the AACS program, the school will initiate a structured review process. This process may include documented meetings with parents/guardians, consultation with Student Learning Services where appropriate, and the development of attendance support strategies.

If, after reasonable intervention and communication efforts, attendance expectations continue not to be met without documented medical or human-rights-protected justification, the school may initiate a review of the student's continuing enrolment in accordance with related policies and the Appeal Procedure.

For the purposes of waitlist and enrolment, students presently attending Aurora School may be granted a leave of absence for a specified period of time. The decision to allow such leave would be dependent upon the school's ability to adjust to the new circumstances. Approval of leave does not guarantee continued placement or automatic continuing enrolment, particularly where attendance patterns raise concerns regarding program suitability.

Accountability

Superintendent

References:

Education Act (Alberta), Sections 32 and 33
6040 BP: Student Discipline
6035 BP: Student Code of Conduct
2150 BP: Appeal Procedure
6000 AR: Admittance
6170 AR: Extended Absences

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

6170 EXTENDED ABSENCES

STUDENT POLICIES

Adopted: November 16, 2015
Revised: May 3, 2026
Review: 2027

Objective

To support implementation of Board Policy on student attendance. As a public charter school of choice, and consistent with the Education Act, our expectation is that students attend school regularly and punctually. Regular and consistent attendance is a fundamental condition of continuing enrolment at AACS.

Responsibility

Principal(s) and Superintendent.

Definitions

- Attendance Board: The provincial Attendance Board established under the Education Act to consider matters of chronic non-attendance where local school authority efforts have not resolved the concern. Referrals may be made through Alberta Education's attendance referral process, including OSAR where applicable.
- Chronic Non–Attendance: Student absence, whether excused or unexcused, totalling 10% or more of instructional days over the course of a school year or semestered course. Chronic non-attendance may trigger formal intervention, placement review, and consideration of Continuing Enrolment.
- Extended Absence: An absence of 5–10 consecutive school days for any reason.
- Leave of Absence: An absence of 11 or more consecutive school days for any reason.
- Absences excused under Education Act s.7(4) include illness, unavoidable causes, religious holidays, suspensions/expulsions, or other reasons deemed acceptable by the Principal.
    - "Religious holidays" include the required day or days of observance, but do not ordinarily include associated travel time or extended holiday periods.

Guidelines

1. Extended Absence (5-10 days):
    a. Parents/guardians must submit the Extended Absence Request Form and meet with the Principal prior to the absence. The Principal will approve or deny the request in writing.
2. Leave of Absence (11+ days):
    a. Parents/guardians must submit the applicable absence request form and meet with the Principal prior to the absence. The Principal will forward the request, including dates, parental reasons, and academic impact, to the Superintendent.

b. The Superintendent will make a final decision on whether the Leave of Absence is approved or denied and inform the parent and Principal in writing.
c. If the Leave of Absence is denied but the family still chooses to proceed with the absence, the Superintendent may refer the matter to the Board and/or to Alberta Education's provincial Attendance Board process, including OSAR where applicable, for review under the attendance provisions of the Education Act.
    i. The matter may be referred for attendance intervention, placement review, and/or a determination regarding continuing enrolment at AACS, in accordance with applicable Board policy, administrative regulation, and statutory obligations.
    ii. Where a pattern of extended or chronic absence exists, even where individual absences have been approved, the school may initiate a review and assessment of the student's placement within the AACS program.
d. If the Leave of Absence is approved, the approval will be confirmed in writing to the parents/guardians and Principal.
    i. Notwithstanding approval, where a student's total absences reach or exceed 10% of the school year or a semestered course, the Principal and Superintendent may initiate an attendance review and, where local interventions have not resolved the concern, may refer the matter to the Board and/or to Alberta Education's provincial Attendance Board process, including OSAR where applicable.
    ii. A student missing 20% of a semestered course in grades 10-12 may be reviewed for continued participation in the course, including possible withdrawal from the course where permitted and appropriate.

3. Attendance Review and Intervention
    a. Where student attendance becomes irregular or approaches the threshold of Chronic Non-Attendance, the Principal will initiate an attendance review process.
    b. This process may include:
        i. Parent meetings
        ii. Attendance Improvement Plans (AIP)
        iii. Documentation of barriers
        iv. Support referrals
        v. Monitoring timelines
    c. Where attendance does not improve despite intervention, the school may initiate a formal placement assessment to determine the student's ongoing suitability for the AACS program.
    d. Outcomes of this review may include:
        i. Continued placement with conditions
        ii. Referral to discipline processes where appropriate
        iii. Determination that AACS is no longer an appropriate placement
        iv. Non-offer of Continuing Enrolment for the subsequent school year
4. Missed Assessments
    a. In accordance with 6130 AR: Student Evaluation, missed assessments are recorded as ABS, with a value of zero. The zero may be replaced only when the assessment is completed or where otherwise addressed under the student evaluation process. Students will write missed assessments on the day they return, scheduled in a manner that minimises further learning loss. If multiple assessments are missed, teachers will create a schedule during the return week, which may include after-school completion.
    b. Mark cut-off dates apply. Except in semestered courses, assessments missed after the cut-off date cannot be made up unless otherwise approved by the Principal in accordance with 6130 AR: Student Evaluation.
    c. Year-end expectations: Students who do not demonstrate mastery by year-end will be subject to the applicable retention, promotion, and student evaluation procedures.
    d. Final Exams
        i. Final exams cannot be written early. If missed, they may only be written within the provincial writing window.
        ii. Grades 3–9: Missed final exams are recorded as ABS (zero) and included in the final grade. Report cards will note what the grade would have been based on term work.
        iii. Grades 10–12: Missed final exams are recorded as ABS (zero) but can be rewritten at the next exam period, replacing the zero.
        iv. Grade 12 Diploma Exams: Students must register themselves through MyPass for the next sitting. Students must request Principal approval 3 months in advance so that an exam can be ordered.
        v. All final exams must be written to participate in year-end activities, unless otherwise approved by the Principal in exceptional circumstances.
        vi. Missing a final exam makes students ineligible for all awards, Valedictorian/Salutatorian, and honour roll, unless otherwise approved by the Principal in exceptional circumstances.

Responsibilities

Students and Parents

1. Students are required to attend regularly and punctually, come prepared to learn, and actively engage in their education (*Education Act* s.31).
2. Attendance responsibility: Parents must ensure regular, punctual attendance (Education Act s.32) and promptly report absences or late arrivals following school procedures.
    a. Appointments and vacations should be scheduled outside school hours.
    b. Parents/students should consult teachers at least two weeks in advance about missed tests, projects, and assignments.
3. Students must stay caught up using provided work or Google Classroom, submit provided assignments by due dates, and arrange a plan for missed assessments with their teachers.
4. Parents must ensure all work is completed by deadlines and arrange any necessary extra support at home. Teachers are not expected to provide individual tutoring during lunch or after school as a result of planned absences and are not expected to re-teach missed material individually as a result of planned absences.
5. Parents and students are expected to work with the school if attendance is irregular, including seeking necessary counselling or other supports.
6. Parents/guardians acknowledge that sustained failure to support regular attendance may result in formal intervention, discipline processes, or review of the student's placement within AACS.

Teachers

1. Teachers are not required to provide work in advance of an absence.
2. Teachers will provide reasonable time and support for students to catch up, but not to the detriment of other students. Teachers are not expected to re-teach missed material individually as a result of planned absences.
3. Teachers may:
    a. Choose whether to grant extensions or exemptions for assignments;
    b. collaborate with other teachers, parents, and the student to schedule assessments/tests to be written the week of return;
    c. assign ABS for assignments that are not completed, which will be changed to Exempt or to a grade at the teacher's discretion once the work is completed;
    d. assign "UA" (Unable to Assess) on the report card if significant outcomes are missed.

Principals

1. Encourage regular and punctual attendance.
2. Ensure staff and families are informed of attendance requirements.
3. Establish routines to notify parents promptly of unsatisfactory attendance.
4. Advise parents and students when attendance concerns arise to support student achievement.
    a. Attendance concerns include absences of 10% or more of the school year or when absences have affected student learning.
    b. Principals will send an email to parents and include the SLS team and the Office of the Superintendent to state concerns and schedule a meeting with parents and administration.
    c. At the meeting, the Principal and parents will review the student's current academic standing; outline deadlines for completing missed work, if the work can still be completed; provide information about student supports available in the school and community; and explain any impact on awards, learning, and promotion to the next grade.
5. Develop Attendance Improvement Plans (AIP) with families when necessary, including offering counselling supports or referrals to community agencies.
6. Recommend alternative educational programs that can support students with frequent absences.
7. Report extended absences beyond the scope of the *Education Act* to the Superintendent, where required.
8. Where attendance concerns persist despite intervention, Principals may recommend a placement review to the Superintendent to assess the student's ongoing suitability for the AACS program and eligibility for Continuing Enrolment.

References

Education Act (Alberta), sections 7, 31, 32 and 33
6170 BP: Extended Absences
6000 AR: Admittance
6040 AR: Student Discipline
6130 AR: Student Evaluation
6035 BP: Student Code of Conduct
2150 BP: Appeal Procedure
2040 BP: Code of Conduct for Members

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6180
SEXUAL ORIENTATION AND GENDER IDENTITY
STUDENT POLICIES

Adopted: March 21, 2016
Revised: November 19, 2026
Review: 2030

Background/Purpose

The Board of Directors acknowledges its responsibility for creating, maintaining and ensuring a safe and caring environment that fosters and maintains respectful and responsible behaviours.

Policy Statement

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and Education Act (section 33(1)(d)). These rights shall be supported and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences.

This policy also ensures that AACS meets legal requirements and current legislation for parental notification, consent, and opt-in provisions regarding sexual orientation, gender identity, and human sexuality instruction.

Guidelines

All members of the school community with diverse sexual orientations, gender identities and gender expressions have the right to be treated with respect, to be open about who they are, and to privacy and confidentiality. The Board expects all members of this diverse community to be respected, accepted and supported in every school. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

1. Preferred Names and Pronouns (Education Act, section 33.2)
    a. For students under 16 years of age, parental notification and written consent must be obtained before using a preferred first name, nickname, or pronouns that (a) vary from the name or pronouns that teachers, teacher leaders, and other school staff have regularly used when referring to the student, and (b) the student prefers for reasons related to the student's gender identity.
    b. For students aged 16–17 who are not independent, parents must be notified.
    c. "If notifying the student's parent or seeking the parent's consent is reasonably expected to cause emotional or psychological harm to the student or the student requests assistance, the board shall ensure that the student is provided with counselling or other assistance before notifying the student's parent."
    d. All steps must be documented and handled in compliance with the Protection of Privacy Act (POPA).
    e. Instruction on Gender Identity, Sexual Orientation, and Human Sexuality (Education Act, sections 18.1 and 58.11)
    f. Parents must receive 30 days' written notice and provide written opt-in consent before students participate in instruction or activities dealing primarily and explicitly with these topics.
    g. All third-party resources or presenters must be approved by the Minister of Education.
    h. Incidental references to diversity or human rights do not require opt-in.

Support for Student Organizations (Education Act, section 35.1)

1. If one or more students attending a school operated by AACS request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
    a. Immediately grant permission for the establishment of the student organization or the holding of the activity at the school; and
    b. Subject to paragraph 1(e) of this section, within a reasonable time from the date that the principal receives the request, designate a staff member to serve as the staff liaison to facilitate the establishment and ongoing operation of the student organization or to assist in organizing the activity. Ministerial notification is required if no staff member is available to serve as liaison.
    c. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
    d. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.
    e. The principal shall immediately inform the Board and the Minister if no staff member is available to serve as a staff liaison referred to in paragraph 1(b) of this section, and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment and ongoing operation of the student organization at the school.
    f. Where participation in the student organization involves a student using a preferred first name, nickname, or pronouns that (a) vary from the name or pronouns that teachers, teacher leaders, and other school staff have regularly used when referring to the student, and (b) the student prefers for reasons related to the student’s gender identity, the principal shall ensure that parental notification and written consent are obtained in accordance with the Preferred Names and Pronouns section of this policy before the change is recognised in school records or used by staff.
2. The principal shall ensure that notification, if any, respecting a voluntary student organization or an activity referred to in section 35.1(1) of the Education Act:
    a. Is limited to the fact of the establishment of the organization or the holding of the activity; and
    b. Is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
3. Boards, charter schools and regional authorities are public bodies under the Access to Information Act and Protection of Privacy Act and are bound by the provisions of those Acts.

Accountability

Annual monitoring by the principal(s) and Superintendent.

References

Education Act (Alberta), sections 18.1, 33.2, 35.1 and 58.11
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Protection of Privacy Act (POPA)
Access to Information Act (ATIA)

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

6180 SEXUAL ORIENTATION AND GENDER IDENTITY

STUDENT POLICIES

Adopted: August 30, 2025

Background/Purpose

The Board of Directors acknowledges its responsibility in creating, maintaining and ensuring welcoming, caring, respectful and safe environments for each enrolled student, every employed staff member, families and all other members of the school community.

Policy Statement

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and Alberta *Education Act*. These rights shall be supported, and enforced so that all members (staff and students) of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences.

This policy also ensures that AACS meets legal requirements for parental notification, consent, and opt-in provisions regarding sexual orientation, gender identity, and human sexuality instruction.

Guidelines

All members of the school community with diverse sexual orientations, gender identities and gender expressions have the right to: be treated with respect, to be open about who they are, and to privacy and confidentiality. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every school. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

1. Preferred Names and Pronouns (Bill 27)
    a. For students under 16, parental notification and written consent must be obtained before using a name or pronoun that reflects a change in gender identity.
    b. For students 16–17 who are not independent, parents must be notified.
    c. If notification may reasonably cause psychological harm, the principal must ensure counselling/support is offered prior to notification.
    d. All steps must be documented and handled in compliance with POPA.
2. Instruction on Gender Identity, Sexual Orientation, and Human Sexuality
    a. Parents must receive 30 days' written notice and provide written opt-in consent before students participate in instruction or activities dealing primarily and explicitly with these topics.
    b. All third-party resources or presenters must be approved by the Minister of Education.
    c. Incidental references to diversity or human rights do not require opt-in.

Support for Student Organizations

1. If one or more students attending a school operated by a board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
    a. Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and;
    b. Subject to subsection (e), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. Ministerial notification is required if no staff member is available to serve as liaison.
    c. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
    d. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
    e. The principal shall immediately inform the Board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
    f. Where participation in the student organization includes the use of a name or pronoun that reflects a change in gender identity, the principal shall ensure that parental notification and written consent are obtained in accordance with the Preferred Names and Pronouns section of this policy before the change is recognised in school records or used by staff.
2. Assure that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred in section 35.1(1) of the Education Act:
    a. Is limited to the fact of the establishment of the organization or the holding of the activity, and
    b. Is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
3. Boards, Charter Schools and Regional authorities are public bodies under the Access to Information Act and Protection of Privacy Act and are bound by the provisions of said Acts.

Accountability

Annual monitoring by Principal(s) and Superintendent

References

The Education Act (as amended 2024)
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Protection of Privacy Act (POPA)
Access to Information Act (ATIA)

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
6180
SEXUAL ORIENTATION AND GENDER IDENTITY
STUDENT POLICIES

Adopted: March 21, 2016
Revised: October 23, 2025
Review: 2030

Background/Purpose

The Board of Directors acknowledges its responsibility in creating, maintaining and ensuring welcoming, caring, respectful and safe environments for each enrolled student, every employed staff member, families and all other members of the school community.

Policy Statement

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act*, and Alberta *Education Act*. These rights shall be supported, and enforced so that all members (staff and students) of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences.

This policy also ensures that AACS meets legal requirements for parental notification, consent, and opt-in provisions regarding sexual orientation, gender identity, and human sexuality instruction.

Guidelines

All members of the school community with diverse sexual orientations, gender identities and gender expressions have the right to: be treated with respect, to be open about who they are, and to privacy and confidentiality. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every school. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

1. Preferred Names and Pronouns (Educational Amendment, 2024)
    a. For students under 16 years of age, parental notification and written consent must be obtained before using a preferred first name, nickname, or pronouns that (a) vary from the name or pronouns that teachers, teacher leaders, and other school staff have regularly used when referring the the student, and (b) the student prefers for reasons related to the student's gender identity
    b. For students aged 16–17 who are not independent, parents must be notified.
    c. "If notifying the student's parent or seeking the parent's consent is reasonably expected to cause emotional or psychological harm to the student or the student requests assistance, the board shall ensure that the student is provided with counselling or other assistance before notifying the student's parent."
    d. All steps must be documented and handled in compliance with POPA.
2. Instruction on Gender Identity, Sexual Orientation, and Human Sexuality
    a. Parents must receive 30 days' written notice and provide written opt-in consent before students participate in instruction or activities dealing primarily and explicitly with these topics.
    b. All third-party resources or presenters must be approved by the Minister of Education.
    c. Incidental references to diversity or human rights do not require opt-in.

Support for Student Organizations

1. If one or more students attending a school operated by a board request a staff member employed by the Board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
    a. Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and;
    b. Subject to subsection (e), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity. Ministerial notification is required if no staff member is available to serve as liaison.
    c. The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.
    d. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
    e. The principal shall immediately inform the Board and the Minister if no staff member is available to serve as a staff liaison referred to in section (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
    f. Where participation in the student organization involves a student using a preferred first name, nickname, or pronouns that (a) vary from the name or pronouns that teachers, teacher leaders, and other school staff have regularly used when referring the the student, and (b) the student prefers for reasons related to the student’s gender identity, the principal shall ensure that parental notification and written consent are obtained in accordance with the Preferred Names and Pronouns section of this policy before the change is recognised in school records or used by staff.
2. Assure that the principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred in section 35.1(1) of the Education Act:
    a. Is limited to the fact of the establishment of the organization or the holding of the activity, and
    b. Is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
3. Boards, Charter Schools and Regional authorities are public bodies under the Access to Information Act and Protection of Privacy Act and are bound by the provisions of said Acts.

Accountability

Annual monitoring by Principal(s) and Superintendent

References

The Education Act (as amended 2024)
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Protection of Privacy Act (POPA)
Access to Information Act (ATIA)

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
7040
TECHNOLOGY
CURRICULUM AND INSTRUCTION

Adopted: October 2, 2000
Revised: April 22, 2024
Review: 2029

Background/Purpose

AACS recognizes the importance of integrating technology responsibly and effectively into the curriculum to support student achievement and prepare students for the digital world.

Policy Statement

AACS is committed to providing a safe, secure, and inclusive learning environment that leverages technology to enhance educational outcomes. This policy establishes guidelines for the appropriate use of technology within the school community, ensuring all stakeholders understand their roles and responsibilities.

Guidelines

1. Responsible Use: All members of the school community, including students, teachers, staff, and parents, are expected to use technology responsibly, respecting the rights and privacy of others.
2. Digital Citizenship: Students will be educated on the principles of digital citizenship, including internet safety, online etiquette, and responsible use of digital resources.
3. Curriculum Integration: Technology will be integrated into the curriculum to enhance teaching and learning, providing students with opportunities to develop digital literacy skills.
4. Data Privacy and Security: The school will implement measures to protect the privacy and security of student and staff data in compliance with applicable privacy laws and regulations.
5. Equitable Access: The school will strive to provide equitable access to technology for all students, ensuring that no student is disadvantaged due to lack of access.
6. Professional Development: Teachers and staff will receive ongoing professional development to enhance their technological skills and integrate technology effectively into their teaching practices.
7. Parental Involvement: Parents will be encouraged to be actively involved in their child's technology use, supporting and monitoring their online activities.

Accountability

Superintendent

References

Alberta ICT Program of Studies

AURORA ACADEMIC CHARTER SCHOOL

ADMINISTRATIVE REGULATION

7060

Personal Electronic Devices and Social Media

STUDENT POLICY

Adopted: May 13, 2025
Revised:
Review: 2030

Personal Electronic Devices and Social Media

Objective

To maintain a safe, respectful, inclusive, and focused learning environment that supports student wellness, equity, and digital well-being by establishing clear expectations for the use of personal electronic devices and social media in alignment with Ministerial Order #014/2024.

Responsibility

1. **Students**
   - **a.** Use devices only during permitted times and store them appropriately during instructional time.
   - **b.** Practice self-regulation and develop healthy digital habits.
   - **c.** Participate in shaping a respectful digital culture through school/student councils.
   - **d.** Use technology responsibly and refrain from recording others without consent.

2. **Teachers and Staff**
   - **a.** Model and reinforce appropriate digital behaviour.
   - **b.** Integrate educational technology use when appropriate.
   - **c.** Monitor student use of devices and apply the discipline policy for misuse.
   - **d.** Support students struggling with device overuse or misuse.

3. **School Administration**
   - **a.** Ensure equitable access to devices and learning materials.
   - **b.** Approve medical exceptions and educational use of social media.
   - **c.** Communicate the policy annually to all stakeholders.
   - **d.** Provide loaner devices or offline alternatives as needed.

4. **Parents/Guardians**
   - **a.** Partner with the school in supporting healthy digital habits at home and school.
   - **b.** Participate in planning for any medical needs requiring device access.

Regulation

1. **Permitted Use**
   a. K–Grade 7: Devices may be used only before/after school off school grounds or on the bus with headphones.
   b. Grades 8–12: Devices may be used before/after school, at lunch, and during recess with headphones.
   c. Medical Needs: Approved access for students with documented health conditions, arranged with the Principal.
2. **Prohibited Use**
   a. During instructional time, devices must be stored (in lockers/backpacks) and silenced.
   b. K–7 devices must remain off and stored for the entire day.
   c. Devices may only be used in class for specific educational purposes, as directed by the teacher.

3. **The following are not permitted:**
   a. Personal computers, smartwatches, connected devices, AR devices, wireless earbuds.
   b. Access to social media platforms (e.g., TikTok, Snapchat, Discord) on school networks/devices unless pre-approved.
   c. Unauthorized recording or photographing of others.

4. **Discipline and Support**
   a. Misuse may result in confiscation and/or loss of device privileges.
   b. Progressive discipline will be followed; repeated issues may involve the Assistant Principal and parental contact.
   c. Support (e.g., counselling or staff check-ins) is available to help students develop better digital habits.
   d. Devices are brought at the student's own risk; the school is not responsible for loss, damage, or theft.

5. **Equity and Accessibility**
   a. No student will be penalized for not having a personal device.
   b. Shared or loaner devices are provided when needed.
   c. Offline alternatives are offered to ensure full participation in learning.

References:
Ministerial Order #014/2024 – *Standards for the Use of Personal Mobile Devices and Social Media in Schools (Fall 2024)*
Aurora Academic Charter School Discipline Policy
Aurora Student Handbook
School Website – Annual posting of personal device and social media guidelines
School Council Input and Student Leadership Feedback

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
7070
INCLUSION
CURRICULUM AND INSTRUCTION

Adopted: June 3, 1998
Revised: November 19, 2026
Review: 2031

Background

AACS is committed to fostering an inclusive and diverse learning environment that values the unique strengths and contributions of all its students, staff, and community members. AACS believes that all individuals deserve equal opportunities to learn, grow, and thrive.

Policy Statement

AACS creates an inclusive, safe, caring and violence-free educational atmosphere where every student feels respected, valued, and supported in their academic and personal development, in keeping with the values expressed in the AACS Charter Document and the framework of the AACS instructional model.

Guidelines

AACS is dedicated to fostering an inclusive educational environment that:

- Supports the academic and personal growth of students by fostering resilience, responsibility, and readiness for future learning and citizenship;
- Builds capacity, partnerships, and opportunities for challenging academics, rigour, and enrichment;
- Focuses on universal supports and services, which are the foundational practices, structures, and strategies available to all students in every classroom. They include high-quality instruction, positive learning environments, and proactive approaches that promote participation and success;
- Provides a continuum of supports and services (or "continuum"), an intentionally designed set of actions, strategies, supports, and services to maximise the academic success and well-being of all students.
    - Supports and services within the continuum are provided at any point when school-based teams identify a student's needs through school-based evidence, student strengths and challenges, and other relevant information.
    - Access to supports is determined through structured decision-making processes that are collaborative and evidence-based and may be adjusted over time as student needs evolve.

Accountability

Superintendent

References

Education Act (Alberta), sections 32 and 33
Alberta Human Rights Act
Public Charter Schools Handbook
AACS Charter Document
2150 BP: Appeal Procedure
6000 AR: Admittance

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
8030
COMMUNITY USE OF FACILITY
FACILITIES & MANAGEMENT

Adopted:	June 3, 1998
Revised:	October 21, 2024
Review:	2029

Background

Aurora School Ltd. operates attractive and well-maintained schools, serving as important community resources. The use of the facilities must fit with the philosophy and values of Aurora School.

Policy Statement

Recognizing the importance of facility utilization to our school and the broader community, the Aurora Board of Directors is committed to allowing public use of school facilities as a community service. Different parts of these facilities can be rented for community use, subject to availability and compliance with our policies.

Accountability

Superintendent

References

8030 AR: Community Use of Facilities

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
8050
SCHOOL EMERGENCIES
FACILITIES & MANAGEMENT

Adopted: February 1, 1999
Revised: February 19, 2026
Review: 2030

Background

Aurora School's primary concern is the safety of students and staff. The purpose of this policy is to outline the procedures and responsibilities for planning for and responding to various emergencies to ensure a coordinated and effective response.

Policy Statement

Emergency plans are necessary to ensure the safety of students and staff in the event of an emergency and shall be in place and practiced. These plans shall be comprehensive, clearly defined, and easily accessible to relevant parties. Emergency plans are contained in the Emergency Procedures Manual.

Guidelines

Procedures are in place for the following:

- Fire
- Evacuation
- On Alert, Lockdown, Shelter-in-Place
- Relocation
- Expansion
- Bomb Threat
- Hazardous Substance Release
- School Bus Accident/Incident
- Death of staff or Student
- Suicide and Suicide Risk
- Communication Plan for Emergencies

Additional Procedures will be added to the Emergency Plan as needed.

Accountability

The policy will be reviewed annually and after any emergency event by the Superintendent and school-based administration.

References

Emergency Management Act (Alberta) - Section 11.2
8050 AR: School Emergencies
8100 AR: School Cancellation
Inclement Weather and Air Quality Protocol
Emergency Procedures Management Plan
Safe Schools Handbook

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY

8200 TOBACCO, ALCOHOL, AND CANNABIS FREE FACILITIES

FACILITIES & MANAGEMENT

Adopted: April 17, 2017
Revised: October 21, 2024
Review: 2029

Background

To reflect the Board's mandated responsibility for providing a welcoming, inclusive, safe and healthy learning and working environment.

Policy Statement

The Board of Directors believes that it is inappropriate to consume alcohol, tobacco, vaping products, cannabis products, and/or misuse medication or other substances in schools or at school-sanctioned student functions. This includes, but is not limited to, vaporizers, oils, edibles, snuff, e-cigarettes, hookahs, and other related devices/products.

Guidelines

1. Alcohol
    a. The possession and/or consumption of alcohol is prohibited at:
        i. District facilities which are used for the accommodation of students,
        ii. all student functions held at a District facility or sponsored by the District.
    b. The Superintendent may authorize the serving of alcohol:
        i. at non-student functions sponsored by the District; and
        ii. in District facilities.
        iii. Subject to the approval of the Superintendent, the consumption of alcoholic beverages may be permitted outside school property at school-sanctioned functions that do not include students. Subject to the Superintendent's approval, students may be permitted to perform or attend events at venues where alcoholic beverages are available to non-students (adults).
    c. The serving of alcohol as per Section 1.b. requires written approval from the Superintendent as well as the obtaining of a liquor license from Alberta Gaming, Liquor and Cannabis.
    d. Adult possession of sealed alcohol is permitted as part of a personal gift for an adult or as a donation to a District-sponsored fundraiser. In these situations, alcohol should be handled in a discreet manner.
2. Tobacco, Vaping Products, and Tobacco-Like Products
    a. The consumption of tobacco or tobacco-like products is prohibited on and in school property, at school-related activities, or at District-sponsored events.
    b. Adult possession of tobacco, vaping products, and tobacco-like products should not be visible or interfere with the operations of the learning and working environment.
    c. Traditional use and purchase of tobacco for ceremonial purposes or ceremonial gifts is permitted on District property or at District functions.

3. Cannabis
    a. The possession and/or consumption of cannabis is prohibited on and on District property or at District functions.
    b. Notwithstanding the above, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained for students, according to AR 6101.
4. No funds belonging to or administered by the school may be used to purchase or reimburse anyone for the purchase of alcohol, tobacco, or cannabis products. This includes monies from fundraising campaigns conducted by any person or entity affiliated with the school. The only exception is for tobacco if associated with specific religious/ceremonial events and with prior approval by the Principal.

Accountability

Superintendent

References

Cannabis Act Bill C-45
Clarity on Cannabis FAQ for Educators Alberta Health Services
Tobacco and Smoking Reduction Act
Gaming, Liquor Cannabis Act

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY

8300 OCCUPATIONAL HEALTH AND SAFETY

FACILITIES & MANAGEMENT

Adopted:	November 19, 2018
Revised:	March 20, 2024
Review:	2029

Background

Aurora School Ltd., in accordance with the current Alberta Occupational Health and Safety Act and the Education Act, is committed to protecting and maintaining health and safety (including physical, psychological, and social well-being). Occupational health and safety prevent work-related injuries, illnesses, and fatalities by working with employers and workers.

Policy Statement

The Aurora Board of Directors believes a healthy, caring, and safe workplace is essential. This policy is rooted in support and assurance that all Aurora worksites and school-related activities comply with all regulations, codes and associated practices consistent with the current Alberta Occupational Health and Safety Act. Moreover, Aurora personnel and stakeholders are responsible for a culture that encourages and ensures a safe and healthy workplace for all stakeholders.

Guidelines

- To promote, support, and assure a healthy and safe workplace, it is expected that all AACS employees and all others who work on Aurora school sites and school-related activities will:
    - Engage in all workplace roles and responsibilities with a shared commitment to wellness (including physical, psychological, and social well-being), health, and safety at all times and with all stakeholders;
    - Regularly review, understand and apply the current Alberta Occupational Health and Safety Act, regulations, code, workplace procedures, and best practices to assure compliance with safe workplace knowledge, skills, attitudes, competencies and practices;
    - Establish and interact with an Aurora Joint Health and Safety Committee, in compliance with current legislation and regulations, to optimize support and active engagement of all staff and stakeholders in a school culture imbued and evidenced in a healthy and safe working environment at all times and circumstances.

Accountability

Aurora Board of Directors, Superintendent, Secretary-Treasurer and all staff and contractors.

References

Alberta Occupational Health and Safety Act, Regulation, and Code
AR8300 – Occupational Health and Safety
Alberta Education Act

AURORA ACADEMIC CHARTER SCHOOL

BOARD POLICY

8350 VIDEO SURVEILLANCE

FACILITIES & MANAGEMENT

Adopted: October 21, 2021
Revised: November 18, 2024
Review: 2029

Background/Purpose

In accordance with the Protection of Privacy Act and Access to Information Act (POPA and ATIA Act), only personal information collected by a video surveillance system that supports the safety of staff and students and the security of schools and facilities may be used. This includes use in investigations that could lead to disciplinary action (for both students and staff), legal proceedings, legislative compliance, or law enforcement purposes. It may also be used to enforce administrative regulations or comply with a court order.

The purpose of this Policy is to clearly communicate the purposes for and uses of video surveillance at or within the Aurora Academic Charter School (the "School"), and of video and audio surveillance on its school buses.

Policy Statement

Video surveillance systems may only be used where conventional measures to achieve law enforcement or public safety objectives, such as increased staff supervision or security guard patrol are significantly less effective or are not feasible, and the benefits of video surveillance substantially outweigh the reduction of privacy inherent in collecting personal information using a video surveillance system.

Guidelines

1. Rationale Required To Request Video Surveillance Systems
    a. To request approval for the installation, replacement or expansion of a video surveillance system, a principal, transportation manager, or a senior administrator shall submit a written rationale to the Superintendent including but not limited to:
        i. verifiable and specific reports of incidents of crime, vandalism or safety and security concerns
        ii. examples of other deterrence or detection measures that were used or considered, along with reasons they were less effective or ineffective in addressing the concern
        iii. staff consultation results regarding the necessity of the proposed video surveillance system.
        iv. the identification of the location(s) of the proposed video surveillance camera(s) to provide viable measures of deterrence or detection
        v. plans for the design and operation of the proposed video surveillance system that minimize intrusion on personal privacy.
2. Installation of Video Surveillance Systems and Retention of Records
    a. All video surveillance systems connected to the network must comply with Aurora School's information technology standards.
    b. Video surveillance cameras must not be used to monitor areas where individuals have a reasonable expectation of privacy including, but not limited to, change rooms and washrooms.
    c. Recorded information shall be securely retained for 60 days.

3. Authorized Access To Video Surveillance Systems
    a. Access is restricted to the principal, superintendent, facility manager, transportation manager, and assistant principals only when a specific incident or event necessitates investigation.
    b. Authorized personnel must receive permission from the Superintendent or the Board Chair to view footage.
    c. Circumstances warranting a review of video surveillance recordings include, but are not limited to:
        i. incidents of safety and security that have been reported or observed
        ii. for disciplinary, legal or legislative purposes
        iii. for a law enforcement matter.
    d. Video surveillance recordings may be shared with law enforcement upon presentation of a warrant or in cases involving vandalism, break-ins, or similar incidents under investigation.
    e. In emergent situations where the issue is time-sensitive, the Board Chair or designate can suspend this policy.
4. Right Of Access Under The POPA and ATIA Act
    a. Individuals whose personal information has been collected via video surveillance may request access to their records in accordance with the POPA and ATIA Act.
    b. Any individual may request access to a video surveillance system recording or an extracted recording in accordance with the POPA and ATIA Act.
    c. In the event of a lock down procedure, the principal, superintendent, transportation manager, or a senior administrator, or the person responsible for a school or facility, or law enforcement officials may have real time video surveillance access to the video surveillance system. Such access to real time video surveillance through the video surveillance system software shall be secured by username and password and shall only be used during a lockdown procedure.
5. Real Time Monitoring of Video Surveillance System
    a. Active surveillance of the entrances is in place in order to ensure the safety of our students as there are not more effective or less obtrusive means of accomplishing the same level of safety and deterrence goals.

Accountability

Superintendent, Administrators, IT Specialist

References

Protection of Privacy Act and Access to Information Act (POPA and ATIA Act)

AURORA ACADEMIC
CHARTER SCHOOL

BOARD POLICY
9000
STUDENT TRANSPORTATION
TRANSPORTATION

Adopted: February 16, 2004
Revised: November 20, 2023
Review: 2028

Background/Purpose

The Aurora Board of Directors is committed to helping parents with the transportation of their children within the context of the school's limited resources in accordance with provincial regulations.

Policy Statement

Shared responsibilities and cooperation among stakeholders of our school community will ensure safe, cost effective, efficient, timely, and comfortable busing. Our transportation service is considered a privilege and school rules apply to all students while traveling on the buses.

Guidelines

- Each route, under normal conditions, should be limited to 75 minutes one-way.
- The 75 minutes here is inclusive of all time children spend confined to the bus, whether or not the bus is in motion.
- Instances beyond the schools' control, such as extreme weather and/or traffic accidents, are recognized as exceptions.
- Bus carrier contracts will be reviewed at least every five years. This occurred in 2023. Following this schedule, a new request for proposals will be issued in 2028.

References

BP 4015: Procurement
Student Transportation Handbook

AURORA ACADEMIC
CHARTER SCHOOL

ADMINISTRATIVE REGULATION

9010
VEHICLE PARKING

TRANSPORTATION

Adopted: May 19, 2009
Revised: March 15, 2023
Review: 2028

Background/Purpose

Aurora School recognizes the importance of safe and adequate parking for staff, parents, and visitors

Policy Statement

Aurora endeavours to make parking available for all stakeholders. Should an Aurora school facility not have sufficient parking space for all stakeholders, first priority will be for staff.

Accountability

Superintendent

References

AR 9010: Vehicle Parking