



E2 Academy

EXPLORE, BELONG, THRIVE

Student and Family Handbook

The purpose of this handbook is to be used as a reference document and is not intended to replace full versions of documents and resources.

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Welcome

E2 Society for Twice-Exceptional Learners operates E2 Academy, which is a non-profit, charitable and accredited Designated Special Education Independent School (DSEIS) in Edmonton, Alberta. We offer a unique full-time Elementary to High School educational program that follows the Alberta Program of Studies. We focus on serving the needs of a unique group of students who are gifted/talented alongside their complex needs: 2e Learners. The potential of these students is extraordinary. Appropriate education and support help students develop their strengths and pursue meaningful opportunities.

Our Core Values

Twice Exceptional Student-Centered

Safe to Try, Safe to Fail, Safe to Be

Fostering Authentic Connection

Strong Foundation, Strong Future

Community for All

We will support and encourage 2e individuals in striving for their own level of excellence and providing a safe and educational environment they can thrive in. Our ultimate goal is to empower 2e learners to reach their fullest potential and to have a place where 2e learners are celebrated, championed and given the tools to flourish in the world. E2 Academy is a place where 2e students belong, can explore the world and thrive. Infused throughout school programming is the inherent belief that 2e students add value to the world, have the potential to do great things and deserve a safe and caring place to belong. Through individualized programming, 2e learners are encouraged to push and explore their boundaries, while we nurture the passion of each student and normalize asynchronous learning. E2 Academy strives to provide exceptional education for:

Exceptional Learners

Thinking Differently

Unique Solution

At E2 Academy, students receive educational programming that not only serves their diverse needs, but also builds on their strengths and talents. Daily differentiated instruction aligned to each learner's individual strengths, interests, readiness levels and talents is provided. We provide a student-centered, strength-based educational program that optimizes each student's intellectual, academic, and social development so they are able to reach their highest potential, skill, and competence. E2 Academy provides a positive intellectual, physical, and emotional environment for its target learners, maintaining a small class size with a special education teacher and a learning facilitator in each classroom.

We believe that education is a process involving experiences both in and outside of the classroom and should allow students to find peers with similar interests and passions and

develop self-esteem, self-advocacy and resiliency. Coaching, mentoring and supporting students through this process allows them to reach their full potential and flourish. Our teachers are creative in their approaches and embrace a collaborative, proactive and skill-building system for interventions.

Mission

E2 Academy is dedicated to being a safe place for twice-exceptional children in Alberta, offering a unique, talent- and strength-based program that fosters a community where learners pursue their passions alongside a well-rounded curriculum. Guided by an educational philosophy that emphasizes individualized development and talent optimization, E2 Academy empowers each student to reach their full potential.

Vision

Our vision is to provide a school environment where twice-exceptional learners are welcomed, become members of a community of peers, and are encouraged to pursue their passions while still being exposed to a well-rounded curriculum.

Principles

The Board's educational philosophy and approach in developing its program is to optimize each student's intellectual, academic and social development by building on their strengths and emphasizing talent development, in addition to supporting the learner in finding strategies to manage their areas of challenge.

Program Structure

Our program combines small classes, sensory-friendly environments, individualized learning plans, emotion coaching, and Collaborative & Proactive Solutions. Modified attendance plans are available where appropriate. E2 Academy follows the Alberta Program of Studies.

Designated Special Education Independent School

E2 Academy is a Designated Special Education Independent School accredited by Alberta Education. Designated special education independent schools are funded independent schools that have been given special approval and funding by the Minister of Education, where the sole purpose of the school is to serve students who are identified with a mild, moderate or severe disability. All teachers are Alberta-certified and have extensive experience and/or training in working with 2e students. All staff members at E2 Academy, from elementary to high school, form a cohesive team and professional learning community, constantly seeking professional growth and development, focused on student success using a strengths-based approach.

See here for [Alberta Independent School Regulations](#).

Alberta Education Vision

Students will gain the skills, knowledge, and competencies they need to live fulfilling lives and make meaningful contributions to their communities and the world. Alberta Education's

objective is to deliver a world-class education for every student while expanding choice in education.

Expanding parent and student options in Alberta's public, separate, francophone, charter, independent, early childhood and home education systems will ensure parents and caregivers have a host of tailored options for their children's education that best suit the needs of their children.

Philosophies and Approaches

Mandt System

Our program combines small classes, sensory-friendly environments, individualized learning plans, emotion coaching, and Collaborative & Proactive Solutions. Modified attendance plans are available where appropriate.

Collaborative & Proactive Solutions (CPS)

"Collaborative & Proactive Solutions is the non-punitive, non-adversarial, trauma-informed model of care Dr. Greene originated. The model is based on the premise that challenging behaviour occurs when the expectations being placed on a child exceed the child's capacity to respond adaptively, and that some children are lacking the skills to handle certain demands and expectations. In the CPS model, the problem solving is of the *collaborative* and *proactive* variety. The goal is to foster a *collaborative partnership* between adults and children and to engage children in solving the problems that affect their lives." [Lives in the Balance: Our Solution](#)

Strengths-Based Approach

Defined by Drs. Susan Baum and Robin Schader as "the aim for the alignment of curriculum and learning activities with a student's unique strengths, cognitive styles, learning preferences, profiles of intelligences, and experiences." Students' strengths and interests are used to help them master academic and social skills. The philosophies and approaches implemented at E2 Academy are modeled after the Bridges Academy Multiple Perspectives Model, which looks at a student's:

- Gifts & Talents
- Interests
- Learning Differences
- Social & Emotional Profile
- Developmental Asynchrony
- Family Context

If you would like to learn more [click here](#).

Trauma-Informed

An approach based on the growing body of knowledge about the negative impact(s) of psychological trauma. This approach includes awareness and understanding of trauma, and consideration of the impact of trauma on students' behaviours, health, thinking, and engagement.

Least Restrictive Practices

E2 Academy uses supportive, non-punitive approaches that protect students' dignity and reduce the risk of harm. Staff consider the student's individual needs and use proactive supports, de-escalation, and environmental adjustments when responding to distress.

Restraint is not used to restrict a student's movement. Medication is administered only in accordance with the school's medication procedures.

360 Thinking – Kristen Jacobsen & Sarah Ward

An Executive Function Model and Program that emphasizes situational awareness for achievable goals, using the Get Ready * Do * Done Model. It emphasizes the importance of setting reasonable and achievable goals by developing situational awareness skills, also known as situational intelligence. This involves understanding the context of tasks through four key aspects: space, time, objects, and people. By mastering these skills, individuals can prioritize effectively and tackle goals more efficiently. Through practice and reflection, students refine their planning skills and develop strategies for future tasks, ultimately fostering greater self-regulation and success.

Interoception Curriculum – Kelly Mahler

Interoception is the ability to notice and understand signals from within the body, such as hunger, thirst, temperature, tension, and changes in breathing or heart rate.

E2 Academy uses activities from Kelly Mahler's Interoception Curriculum to help students explore their individual body signals, connect these signals with their experiences, and identify strategies that support comfort and regulation.

Breakout Space

Some students benefit from a quieter space, movement, or different sensory input during the school day. E2 Academy's Breakout Spaces provide supervised environments where students can access individualized regulation supports.

These spaces are not used as punishment or seclusion. Students may choose to leave, with staff supporting a safe transition. The length of a visit depends on the student's needs.

Strength-based Learning

Students' strengths and interests are used to support engagement, develop skills, and provide appropriate academic challenge. Individualized Program Plans identify meaningful goals, accommodations, and strategies based on each student's profile.

Programming may include talent development, choices in how learning is demonstrated, self-advocacy, and support for social-emotional and executive functioning needs.

Dual Differentiation

Effective dual differentiation involves real-world problem-solving and teacher facilitation. 2e students require strategies that engage them through their strengths while mitigating their challenges. Students engage in activities that promote inquiry, diverse information access, creative expression, skill integration, and student empowerment. The dually-differentiated curriculum includes fundamental accommodations such as alternative means of accessing information and methods for expressing ideas and creating products, as well as visual and kinesthetic experiences to make abstract ideas concrete and visual organization schemes.

Curriculum Compacting

Curriculum compacting allows teachers to reduce unnecessary repetition when a student has already demonstrated understanding of particular curriculum outcomes.

Teachers assess existing knowledge and skills, identify outcomes that still require instruction, and provide appropriate learning opportunities. Time gained through compacting may be used for enrichment, deeper investigation, or appropriate acceleration.

Board of Directors

The Board of E2 functions as the governing Board of the School. The Board provides overall direction and leadership for the School. Members of the Board of Directors are elected at the annual general meeting. Eligible members include parents, grandparents, alumni, and affiliated community members by criteria defined by the Board. Employees or direct family members of employees are not eligible to act on the Board of Directors. The Administration Team – Director of Academic Operations (DAO or Principal), Director of Student Supports (DSS), and the Business Manager – are nonvoting, ex-officio members of the Board.

Duties of the Board

Per the By-laws of E2 Society for Twice-Exceptional Learners, the Board is responsible for:

- directing and monitoring the finances of the school.

- the hiring, evaluation and remuneration of the Administration Team: DAO, DSS and the Business Manager.
- the development and approval of policies and by-laws.
- establishing Board committees.
- ensuring that the Mission and Vision of the School are maintained as amended from time to time.
- ensuring that the practices of the School and the Board are consistent with applicable legislation, the Bylaws, Board policies, and contractual obligations.
- evaluating the levels of satisfaction held by students, parents, and staff.
- implementing and ensuring that the School functions in accordance with the Society's purposes and is accountable to the Minister of Education, students, parents, staff and the public.

Please refer to the By-laws of E2 Society for Twice-Exceptional Learners for further or more detailed information about the Board. For policies and guidelines related to the Board, refer to the E2 Academy Policy Manual.

Fundraising and Volunteering

E2 Academy is a registered charitable non-profit. Fundraising and volunteer contributions help sustain school programming and tuition assistance.

Opportunities to participate will be shared with families throughout the year. Families who face barriers to participation are encouraged to contact the fundraising team to discuss appropriate ways to contribute.

E2 Academy

2026-2027

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	PUBLIC HOLIDAY
	PD DAY (NO STUDENTS)
	FIRST/LAST DAY OF CLASSES
	OPERATIONAL DAY (NO STUDENTS)
	AISCA TEACHERS' CONVENTION (NO STUDENTS)
	TEACHERS' DAY IN LIEU (NO STAFF OR STUDENTS)
	NO SCHOOL
	EARLY DISMISSAL
	IPP MEETINGS (Until 4PM unless otherwise arranged)

School Day

Daily Schedule

8:45 a.m.	School Doors Open
12:00 -12:30 p.m.	Lunch
3:15 p.m.	Dismissal (Blue and Green Classrooms)
3:30 p.m.	Dismissal (Orange, Yellow, and ARC Rooms)
1:30 p.m.	Early Dismissal Every Thursday

Please arrive on time to pick up your child for dismissal. If you are going to be late, please call or email the school to let us know.

Late Arrival

If your child arrives at the school after 9:00 a.m., please ring the doorbell and a staff member will come to meet the student.

Early Pickup

If you must take your child out early on a school day, please be sure to provide the office and/or teacher(s) with advance notice.

Alternate Pickup Arrangements

If another adult will be picking up your child, please provide authorization to the office in advance by emailing info@e2academy.com. Notify the office before your child's applicable dismissal time, with as much advance notice as possible. For last-minute changes, please phone the office.

Attendance Expectations

Student Absence

Please phone the office or email info@e2academy.com as soon as you know that your child will be away from school or late for school, unless prior arrangements have been made. If an appointment or personal matter must take place during class time, please send an email to info@e2academy.com.

Attendance

Regular attendance supports learning, relationships, and student success. E2 Academy recognizes that disability, health, and other circumstances may affect attendance and will work with students and families to address barriers.

Students who meet the compulsory attendance requirements of section 7(1) of Alberta's *Education Act* are required to attend school, subject to the exemptions provided in the Act. These requirements generally apply to students aged 6 to under 16.

As a funded independent school, E2 Academy remains responsible for providing appropriate education programming to enrolled students for the school year, in accordance with applicable legislation. Suspension, expulsion, or non-attendance does not automatically end this responsibility.

High School Course Completion

High school students are expected to attend regularly, participate in learning activities, and complete sufficient coursework and assessments for teachers to evaluate their achievement of curriculum outcomes. Credits are awarded in accordance with Alberta Education requirements, including a final course mark of at least 50%. Insufficient assessment evidence may prevent a student from successfully completing a course and earning credits.

Absences and Attendance Supports

Parents or guardians must notify the school of student absences and provide the reason. A parent or guardian reporting or authorizing an absence does not automatically make it an excused absence under the *Education Act*. Excused absences will be determined in accordance with the Act, including absences due to sickness or other unavoidable cause and recognized religious holidays.

Where appropriate, the school may request supporting information to understand the student's needs and plan attendance supports.

When attendance becomes a concern, the admin team will work with the student, family, and relevant professionals to identify barriers and support re-engagement. Seeking assistance from specialists or outside agencies may form part of this process.

Some students may require a modified attendance plan. These plans will be developed collaboratively, documented in the student's IPP, and reviewed regularly.

For students subject to compulsory attendance, E2 Academy will make referrals to the Attendance Board as required by the *Education Act* when non-attendance remains unresolved despite reasonable local efforts.

Missed Learning and Assessments

Teachers plan classroom learning activities, assignments, and assessments to support student learning and will provide reasonable assistance when a student is unavoidably absent. Disability-related needs and accommodations outlined in the student's IPP will be considered when planning this support.

For planned or discretionary absences, families should be aware that not all missed learning can be recreated, provided in advance, or completed upon the student's return. Many assignments and assessments develop through classroom instruction, discussion, and activities.

Some learning activities, including group projects, collaborative work, presentations, and practical activities, may require the student's presence and may not be reproducible as a separate assignment. Teachers will consider reasonable alternatives where appropriate, taking into account curriculum outcomes and the student's individual needs. Extended or repeated absences may limit the assessment evidence available and affect course completion.

Admissions

Admission Procedure

The admissions process begins with an initial conversation with the school, followed by an arranged visit with the student and their parents or guardians. Families are asked to provide available assessments, diagnosis information, and relevant school records to help us understand the student's strengths and support needs.

If the student, family, and school agree that E2 Academy may be a suitable fit, a shadow day will be arranged. Following the shadow day, if all parties remain in agreement, the application and student forms will be forwarded to the family.

Admission Criteria

E2 Academy considers psychoeducational assessments alongside information from families, schools, and other professionals to understand each student's individual profile.

We look for an uneven learning profile, with pronounced strengths or areas of giftedness alongside challenges in other areas. Students are not required to meet a fixed percentile threshold. Assessment results are considered as a whole to identify strengths, disabilities or exceptionalities, and the supports needed to access learning.

We accept students with severe disabilities and will thoughtfully consider those with mild or moderate disabilities. Admission decisions consider whether E2 Academy's programming and available supports are appropriate for the student.

We are unable to support students who:

- are assessed with a moderate to severe cognitive delay.
- engage in repeated physical aggression towards staff and other students.
- require personal care/health-related interventions (other than the administration of medication).
- require assistance with toileting.
- require continuous or near-continuous 1:1 adult support throughout the majority of the school day.

Psychoeducational Assessment

A psychoeducational assessment helps the school understand the student's strengths, learning needs, and support requirements and is normally required for enrolment.

For elementary students awaiting assessment, the admin team may consider alternative documentation on an individual basis. This may include existing assessments, diagnosis information, school records, and an IPP. The documentation must support the student's twice-exceptional profile and help the school determine whether its programming is appropriate.

Application Package

Applications must be submitted using the forms provided by the school. A complete application includes:

- A completed application form, accompanied by the \$100 application fee.
- If accepted, a one-time \$500 enrolment fee will be charged.
- A copy of the birth certificate for students new to Alberta.
- A Psychoeducational Assessment and any other relevant assessments.
- Annual Student Form Package.

Tuition & Enrolment Agreement

Tuition Fee

Annual tuition for the 2026–2027 school year is **\$11,500**. The one-time **\$500** enrolment payment is credited toward this amount.

Tuition for the 2027–2028 school year will be established by E2 Society for Twice-Exceptional Learners in spring 2027.

Included in the Tuition Fee

- Low student to teacher ratio in each class
- Technology costs including use of an individual device (iPad, Chromebook, laptop)
- School supplies

Sibling Discount

For families who have two or more children attending the school, each subsequent child will receive a 20% discount off tuition.

Tuition Payment Schedule

Tuition fees can be paid all at one time, in four installments, or in monthly installments. You can choose to pay by cheque, e-transfer, or credit card.

Receipts for Tuition

Families receive receipts for tuition paid. Many E2 Academy families, including those whose children are approved for the Disability Tax Credit (DTC), have successfully claimed qualifying tuition expenses as medical expenses.

DTC approval does not automatically establish eligibility to claim tuition, and it is not always required for this type of claim. Supporting certification from an appropriately qualified professional may be needed. Families are encouraged to consult current Canada Revenue Agency guidance or a qualified tax professional to determine eligibility and required documentation.

Family Commitment

Every family who joins E2 Academy becomes part of a collaborative community dedicated to supporting all students. Since its founding, E2 Academy has been committed to reducing financial barriers for families whose children need our specialized program. Tuition assistance is available to eligible families, subject to available funding and the school's annual tuition assistance budget. Currently, approximately 25% of families receive some level of assistance. Shared participation in fundraising helps sustain and expand this support.

By enrolling in the school program, each family agrees to follow the Parent/Guardian Code of Conduct, attend the Annual General Meeting in May or June, actively participate in the three Individualized Program Plan (IPP) meetings for their child(ren) throughout the year, and contribute to fundraising initiatives that support the broader school community. E2 Academy conducts an annual student file review to ensure each learner continues to thrive within available supports. Fulfillment of these commitments is required for re-enrolment.

Refund Policy

The **\$1,650** deposit is non-refundable. Cancellation of registration must be submitted in writing to the Business Manager by August 31.

After August 31, the person responsible for tuition remains responsible for the full school-year fees under the enrolment agreement. Requests related to medical withdrawal will be reviewed individually.

Tuition Assistance

Tuition Assistance applications open June 1 for the upcoming school year and are available to all enrolled families who are registered with E2 Academy by the September enrolment count date.

The school establishes a limited Tuition Assistance budget each year. Assistance is therefore subject to the availability of funds and is considered on a first-come, first-served basis among eligible applicants. Once the annual Tuition Assistance budget has been fully allocated, additional applications may not be approved.

Families seeking assistance must complete the Tuition Assistance Application and provide all requested supporting financial and family information. Applications are submitted to the Business Manager, who will review each application for completeness and remove identifying information before presenting it to the Administration Team for confidential review and discussion.

Tuition Assistance decisions are made by the Administration Team based on objective criteria, including household income, tuition payment history, family circumstances, demonstrated financial need, and the availability of funds within the Tuition Assistance budget.

The regular Tuition Assistance application period closes on the September enrolment count date. Following this date, applications will only be considered on an emergency or exceptional basis for families of funded students who were enrolled by the September count date and will remain subject to the availability of Tuition Assistance funds.

Decisions regarding Tuition Assistance applications will be communicated to families in writing. Families may appeal a decision to the Board of Directors. Appeals will be based solely on the information provided with the original application; no additional information or documentation may be submitted as part of the appeal process.

All applications, supporting documentation, and discussions related to Tuition Assistance are treated as highly confidential.

NSF Cheques

A cheque returned for insufficient funds will result in a \$20 service charge from E2 Academy, in addition to any charges imposed by the family's financial institution.

Other Costs

All curriculum-related expenses, including school supplies, have been included in the registration fee and tuition. During the year, various other optional and/or class-specific expenses will arise for the students. Examples of these include: field trips, transportation associated with field trips and off-property activities, and in-school enrichment activities. Families will be informed of applicable costs before participation.

Residency and Eligibility to Attend

E2 Academy considers applications from students who reside in Alberta and are legally authorized to study in Canada. This includes Canadian citizens, permanent residents, and students authorized to study through a study permit or an applicable exemption.

Documentation confirming residency and eligibility to study may be required. All applicants must meet E2 Academy's admissions criteria.

Additional fees may apply to international students. Families should contact the school office to discuss eligibility, documentation, and applicable fees.

Student Transportation

E2 Academy does not provide or arrange transportation to and from school. Families are responsible for making all transportation arrangements for their students.

Alberta Education provides funding for eligible parent-provided transportation for students attending independent schools. This funding is provided to E2 Academy and distributed to eligible families in accordance with Alberta Education requirements. Families must complete and sign the required transportation agreement in order to receive the funding.

Transportation funding is distributed to eligible families in two payments during the school year.

Policies

The following section contains *summaries* of various policies concerning school-wide operations and expectations at E2 Academy. The purpose of this handbook is to be used as a reference

document and is not intended to replace the full policy manual. Parents/guardians of students may ask to review full policies in the policy manual.

Student Code of Conduct

In developing this policy, E2 Academy has taken into account Alberta Education legislation — particularly the Welcoming, Caring, Respectful & Safe Schools guidelines under Education Act, Section 33(1)(d), (2), and (3) (Board Responsibilities) — as well as the values and unique circumstances of our school community.

We believe that by promoting positive attitudes and conduct, students will receive the greatest benefit from their educational experience.

Our Student Code of Conduct is designed to:

- Foster a welcoming, caring, respectful, and safe learning environment for every student and staff member.
- Support a healthy balance between individual rights and responsibilities and the needs of the whole school community.
- Clearly outline expectations for student behaviour at school, during school activities, and in any situation where student actions may affect the well-being of others in our school community.

We also acknowledge that, due to the nature of our student population and their neurological needs, there will be times when student actions are a direct result of their condition. In these circumstances, while we encourage opportunities for reflection and reparation, such actions are understood as part of the student's developmental and neurological profile and are not treated as violations under this policy.

Statement Regarding the Alberta Human Rights Act

Our school is committed to providing a welcoming, caring, respectful, and safe environment for all members of our community.

In keeping with the Alberta Human Rights Act, discrimination, harassment, or bullying on any of the following grounds is unacceptable: race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation.

Every student, staff member, and visitor to our school has the right to be treated with dignity and respect. Any behaviour that denies or limits another person's rights, or that creates an unsafe or unwelcoming environment, will not be tolerated.

Commitment to Belonging and Diversity

In addition to meeting the requirements of the AHRA, our school is dedicated to creating a community where everyone feels they belong. We believe that:

- Diversity is a strength that enriches learning and helps us grow in understanding and compassion.
- Every student and staff member has the right to be treated with fairness, dignity, and respect, free from discrimination or harassment.
- Our school values inclusion and equity, and we actively support a culture where differences are not just accepted but celebrated.
- We are committed to fostering a community where all students can learn, achieve, and feel safe, knowing their identities and perspectives are respected.

Acceptable Behaviour

Students at E2 Academy are expected to:

- Respect school authority and cooperate with staff members.
- Respect others and their property, treating everyone with kindness, dignity, and fairness.
- Show respect for ethnic, racial, religious, and gender differences, supporting diversity and belonging.
- Attend school regularly and on time, being punctual and responsible.
- Develop positive work habits and complete assignments responsibly.
- Care for school property, textbooks, equipment, and shared spaces.
- Respect safety equipment, including fire alarms and other safety tools.
- Follow school policies relating to technology, smoking, alcohol, drugs, and inhalants.
- Help create a welcoming, caring, respectful, and safe environment for all students and staff.
- Refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of school or online.
- Inform a trusted adult right away if they see or experience bullying, harassment, intimidation, or any other safety concern.
- Act with integrity and represent themselves and their school in a positive way.
- Take responsibility for their actions and accept guidance from teachers and staff.
- Contribute positively to the school and the wider community.

Unacceptable Behaviour

Unacceptable behaviour includes, but is not limited to:

- Disrupting learning or creating unsafe conditions for others.
- Bullying, harassment, intimidation, or discrimination of any kind (including on grounds set out in the Alberta Human Rights Act).
- Acts of physical violence or threats of harm.
- Retaliation against anyone who reports unsafe behaviour or helps prevent it.
- Possession or use of weapons or dangerous objects, including having them on one's person, in lockers, or in desks.
- Wilful physical assault of another person.

Illegal or unsafe activities, such as:

- Possessing, using, or distributing illegal or restricted substances.
- Possessing or using alcohol, drugs, or inhalants on school property.
- Theft or wilful damage to school or personal property.
- Trespassing or remaining in restricted areas without permission, or engaging in conduct that creates a disturbance or safety concern.
- Using technology (computers, cameras, cell phones, or other digital equipment) for purposes that are illegal, unethical, or harmful.

Scope of Application

These expectations apply:

- While at school.
- During school-related activities.
- When travelling to and from school.
- During recess and lunch periods.
- In any situation outside of school hours — including online activity — if the behaviour negatively affects the school or individuals in the school community.

Consequences and Supports for Unacceptable Behaviour

At E2 Academy, behaviour is understood as communication. Because many of our students are twice-exceptional, some behaviours may stem directly from neurological conditions. In such cases, while reflection and reparation are encouraged, these actions are not treated as disciplinary violations.

Guiding Principles:

- Responses are fair, supportive, trauma-informed, and developmentally appropriate.
- We follow Dr. Ross Greene's Collaborative & Proactive Solutions (CPS) model, focusing on understanding concerns, identifying lagging skills, and solving problems together.
- Consequences are logical and restorative, not punitive — aimed at teaching, repairing harm, and supporting growth.
- Both the student impacted by behaviour and the student who engaged in it receive support.

Possible Interventions:

- Restorative practices (apologies, restitution, restorative circles).
- Collaborative problem-solving conversations.
- Mentoring, check-ins, or counselling.
- Social-emotional supports (self-regulation, coping strategies).
- Logical consequences (loss of privilege, making amends).
- Temporary removal from an activity or space if safety is at risk.

Suspension and Expulsion:

- Suspension: We strive to avoid suspensions whenever possible. In cases where an incident is severe or a student's safety or well-being is a concern, a parent may be asked to pick up their child and the student may be asked to remain home the following day. A

brief time away from school allows staff to meet, review information, and plan appropriate supports, while also giving the classroom community time to reset. Our goal is to ensure a safe, supportive environment where all students feel ready to learn.

- **Expulsion:** E2 Academy strives not to expel students. In the rare case we are unable to meet a student's needs, the Director of Academic Operations, Director of Student Supports, and a Board member will meet with the family to explore alternatives.

Privacy Policy

Purpose

E2 Academy is committed to protecting the privacy and confidentiality of personal information in accordance with applicable legislation.

This policy outlines the collection, use, disclosure, and protection of personal information to support student learning and school operations while respecting individual privacy rights.

Scope

This policy applies to all personal information collected, used, or disclosed by E2 Academy, including information related to students, families, staff, and volunteers.

Definitions

Personal Information

Information about an identifiable individual, including but not limited to name, contact information, educational records, and health information.

- **Consent:** A voluntary agreement to the collection, use, or disclosure of personal information, which may be explicit, implied, or opt-out depending on the context.
- **Disclosure:** The sharing of personal information with a third party.
- **Use:** The handling or processing of personal information within the organization.
- **Authorized Representative:** An individual legally permitted to act on behalf of another, such as a parent or guardian.

Guiding Principles

1. Personal information is collected only for reasonable and necessary purposes.
2. The least amount of information required will be collected, used, and disclosed.
3. Personal information is protected through appropriate safeguards.
4. Individuals have the right to access and request correction of their personal information.
5. Privacy practices are transparent and aligned with legislative requirements.

Collection, Use, and Disclosure

Personal information will be collected, used, and disclosed only for purposes related to:

- educational programming
- student safety and well-being
- school operations

Consent will be obtained where required and may be explicit, implied, or opt-out depending on the nature of the information and purpose.

Personal information may be collected or disclosed without consent where authorized by law.

Student records will be created, maintained, accessed, and managed in accordance with the Student Record Regulation.

Consent

- Individuals will be informed of the purposes for which their information is collected, used, or disclosed.
- Consent may be withdrawn at any time, subject to legal or operational limitations.
- Refusal to provide consent beyond what is reasonably required will not result in denial of access to educational programming.

Access and Correction

- Individuals have the right to access their personal information, subject to limited exceptions.
- Requests for access or correction must be made to the school.
- E2 Academy will respond to formal requests within a reasonable timeframe in accordance with applicable legislation.

Privacy and Security

- Personal information will be protected through reasonable administrative, physical, and technical safeguards.
- Access to personal information is limited to those with a need to know.
- Privacy breaches must be reported and addressed promptly.
- Personal information will be retained and securely destroyed in accordance with applicable legislation.

Roles and Responsibilities

Privacy Officer: The Business Manager, as part of the administrative team, serves as the Privacy Officer, and is responsible for:

- ensuring compliance with privacy legislation
- responding to access and correction requests
- managing privacy concerns or complaints

Complaints and Concerns

Individuals are encouraged to bring privacy concerns to the school. Concerns may also be directed to the Office of the Information and Privacy Commissioner of Alberta.

Child Protection Policy

The Board of Directors believes that children have a right to be safe and adequately cared for at school, at home, and in the community. As such, the school has a responsibility to safeguard children from injury, abuse, and neglect and will work in cooperation with Alberta Child and Family Services authorities, law enforcement agencies, Alberta Health Services, and other individuals and agencies as needed in order to fulfill this responsibility.

Policy Guidelines:

- According to the Child, Youth and Family Enhancement Act, a child is in need of intervention if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - The child has been abandoned or lost.
 - The guardian of the child is dead and the child has no other guardian.
 - The child is neglected by the guardian.
 - The child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child.
 - The guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse.
 - The child has been emotionally injured by the guardian of the child.
 - The guardian of the child is unable or unwilling to protect the child from emotional injury.
 - The guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment.
- Legal Duty to Report
 - A staff member who has reasonable and probable grounds to believe that a child is in need of intervention must immediately report the matter in accordance with the Child, Youth and Family Enhancement Act. The Administration Team will support staff in fulfilling their reporting obligations.

Technology Use and Personal Devices

Student Technology Use Agreement

This policy applies to every user of the school's information technology including, but not limited to, board members, employees, contractors, students, school council members, parents and volunteers.

Failure to sign the Student Technology Use Agreement will result in a failure to obtain or loss of access to the school's information technology.

Technology is an important part of learning at E2 Academy. We ask families to review the following expectations with their child so that students understand their responsibilities. **Failure to follow these expectations may result in restricted or lost technology privileges.**

This agreement supports E2 Academy's responsibilities under Alberta's Education Act and Ministerial Order 014/2024: Standards for the Use of Personal Mobile Devices and Social Media in Schools.

Student Responsibilities

I understand that using school technology is a privilege, and I agree to:

- Use technology for educational purposes and follow staff directions.
- Treat school devices and equipment carefully.
- Keep passwords and login information private.
- Use only my own accounts unless given permission by staff.
- Not attempt to bypass filters, blocked sites, security settings, or other restrictions.
- Not access, change, or interfere with another person's files, accounts, or work.
- Not install software, applications, extensions, or downloads without permission.
- Protect my own personal information and the personal information of others.
- Communicate respectfully when using email, messaging, shared documents, group chats, or other digital platforms.
- Not use technology to bully, harass, threaten, intimidate, or harm another person.

Personal Devices

Students may bring personal devices to school; however, **personal devices are not to be used during instructional time.**

Students must follow staff directions regarding the storage and use of personal devices. Exceptions may be made when a device is required for health, medical, accessibility, or other documented student needs.

E2 Academy is not responsible for the loss, theft, or damage of personal devices brought to school.

Online Behaviour Outside of School

E2 Academy does not monitor students' private accounts or communications. However, online behaviour outside of school may become a school concern when it significantly affects the safety, well-being, relationships, or learning of members of the school community.

When this occurs, the school may contact families, support the students involved, and respond in accordance with the Student Code of Conduct.

PHOTOS AND SOCIAL MEDIA

Throughout the school year, E2 Academy may take photographs or videos of student activities, events, projects, and learning experiences to celebrate and share the great things happening within our school community. Depending on the consent provided by families, these may be shared through school newsletters, the E2 Academy website, Facebook, Instagram, or other school promotional materials.

A PIPA Consent Form will be provided to families each school year outlining how a student's image, work, or other personal information may be collected, used, and disclosed. Parents/guardians may choose whether to provide consent, and consent may be withdrawn at any time by notifying the school.

E2 Academy will respect the permissions selected by each family and will not use a student's image or personal information for purposes outside of the consent provided.

TELEPHONE

The office phones are primarily for school business; however, if it is important, a student may use the office phone with permission from their teacher and/or office staff. If parents need to call their children or teachers, we ask that parents call at recess, lunch or after school. **When phoning regarding student pick-up a minimum of 15 minutes prior to dismissal is appreciated.**

We ask that parents refrain from phoning or texting their children during instruction time. In case of an extreme emergency, a parent may phone the office and their child will be asked to come to the office to speak to the parent. At the discretion of the teacher, a student may phone a parent during school hours, using the school telephone.

Student Health and Safety

Ensuring a safe environment for students and staff while school is in session or during school-sponsored events is a key priority. The following protocols are intended to help mitigate and, if necessary, address health concerns that may occur:

- All staff and students will be treated with respect and confidentiality, and confidentiality is to be maintained.
- Alberta Health Services may be consulted regarding universal precautions and the control of communicable diseases.
- Alberta Health Services will be contacted if student and staff absenteeism reaches 10% or higher due to illness.
- First aid kits are available in every classroom for PE and DPA use. The classroom kit will go out with each class.

- Larger first aid kits are located in the office and at the ARC for more severe medical needs.

Student Illness

Keeping students home when they are ill supports their recovery and helps protect other students, families, and staff.

When should I keep my child home?

Please keep your child home when:

- They are too unwell to comfortably participate in their usual school activities.
- They have a fever, vomiting, diarrhea, or new or worsening symptoms of a respiratory illness.
- A healthcare provider or public health team has advised them to stay home.

Changes such as unusual fatigue, irritability, or distress may indicate illness, particularly when a child has difficulty identifying or communicating how they feel. These changes will be considered alongside other symptoms and the child's usual presentation.

Returning to School

Illness or symptoms	When may my child return?
Vomiting or diarrhea due to suspected illness	At least 48 hours after the last episode , when well enough to participate, unless public health provides different instructions.
Fever	After being fever-free for at least 24 hours without fever-reducing medication , when otherwise well enough to participate.
Respiratory illness, including COVID-19, influenza, or a cold	When symptoms have improved, the child feels well enough to resume normal activities, and they have been fever-free for at least 24 hours without fever-reducing medication .
An unexplained rash, particularly with fever or other illness symptoms	Seek advice from a healthcare provider. Follow their recommendations and any public health direction about returning to school.

Other diagnosed infections or communicable diseases	Follow condition-specific advice from the treating healthcare provider or public health team. Some illnesses require treatment or a specific exclusion period before returning.
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Symptoms related to a known non-infectious condition, such as allergies or a chronic health condition, will be considered individually. Please discuss these circumstances with the admin team so appropriate supports can be documented.

Illness During the School Day

If a student becomes unwell at school, staff will contact their parent or guardian and arrange prompt pickup. The student will be supported and supervised while waiting. The school is unable to provide extended care for an ill student, so families must ensure that an emergency contact is available if they cannot collect their child.

Reporting Illness

Please report absences and let the school know when they are illness-related. If your child is diagnosed with an infection that may affect others at school, notify the admin team promptly and share any instructions about school attendance provided by their healthcare provider or public health.

E2 Academy will follow current public health guidance. During an outbreak, additional precautions or different return-to-school requirements may apply.

For advice about symptoms or whether your child needs medical attention, contact your healthcare provider or call **Health Link at 811**.

Medical Emergency Procedure

If a student is injured at school they will be cared for temporarily by the staff, and the parent/guardian will be notified as soon as it is safe to do so. Staff will render the level of first aid that they are trained for. If emergency medical attention is necessary, the student's parents/guardians will be called and/or the student will be transported for emergency medical care. All incidents requiring any level of care will be documented and filed in the school office. Teachers may not diagnose a health condition or give any internal medications.

Medication Administered at School

The school recognizes that some students must have prescribed medication during school hours requiring the cooperation of school staff. At all times, final responsibility for such medical treatment rests with the parents/guardians, or in the case of independent students, with the student.

Policy Guidelines:

- Non-prescription drugs such as ibuprofen, cold remedies, antihistamines, and inhalants shall not be administered to students without documented permission of the parents/guardians.
- Parents/guardians requesting the administration of prescription medication shall provide a written request and instructions using Request for Administration of Medication/Medical Treatment form.
- Where procedures beyond a written prescription are required, written instructions shall be received from the prescribing physician/health-care provider.
- Any special equipment required to administer medication shall be the responsibility of the parents/guardians.
- Signed Request for Administration of Medication/Medical Treatment forms and other related information shall be placed in the student file.
- When the Administration Team agrees to the parent/guardian request, they will designate staff members to administer medication.
- The Administration Team will designate safe, limited access storage for medication supplies.
- Parents/guardians will provide the student's medication in a container clearly labeled with the child's name, dosage information and expiration date.
- Unless otherwise agreed upon (such as in the case of emergency medication), the medication will be stored in a locked area of the classroom. EpiPens belonging to specific students are stored in the student's homeroom First Aid Kit. Additional EpiPens are located in the larger ARC and Office kits in the event of an emergency.
- If refrigeration is necessary for medication storage, the refrigerator in the office will be used.

Allergies and Asthma

While the school cannot guarantee an allergen-free environment, we will take all reasonable precautions to minimize the risk of exposure to students with severe allergies to potentially life-threatening allergens without depriving the students with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

Policy Guidelines:

- Information on severe allergic reactions is provided to students, parents, staff, and other members of the school community.
- Emergency response plans are developed for each individual identified at risk of severe allergic reactions. The plan will be developed in cooperation with parents, students, the student's physician and other staff who work closely with the individual.

- All staff and others who work closely with the individual at risk of severe allergic reactions receive annual training in the recognition of severe allergic reactions, the use of injectors and the specific emergency response plan.
- Information about specific individuals at risk of severe allergic reactions is provided to staff and others who work closely with the individual.
- Supply teacher plans shall include an alert indicating students with medical concerns including asthma and severe allergies.
- Students are not to share food.

Note about animals: Support animals may be present in the school.

Weapons and Unsafe Items

E2 Academy is committed to maintaining a safe environment for students, staff, and families. Students must not bring, possess, conceal, or use weapons on school property, during school-sponsored activities, or on school trips.

This includes:

- Weapons such as firearms, knives, and other items designed to cause harm.
- Toy, replica, or imitation weapons, including costume accessories.
- Any everyday object used or intended to injure, threaten, or intimidate another person.

Students must not engage in pretend weapon play that involves aiming at, threatening, or making others feel unsafe. Staff will provide clear reminders and support students in understanding these boundaries.

Responding to a Safety Concern

Staff will take immediate steps to protect students and others, following E2 Academy's lockdown and emergency procedures where appropriate. The admin team will review the incident and determine supports and consequences in accordance with the **Student Code of Conduct**, considering the level of risk and the student's individual circumstances and needs.

Assessment and Evaluation

At E2 Academy, assessment and evaluation support student learning, recognize strengths, and guide effective programming. Our approach reflects the diverse learning profiles of twice-exceptional students and supports growth toward Alberta curriculum outcomes.

Assessment is the ongoing gathering of information about student learning. Evaluation uses this evidence to determine achievement in relation to curriculum outcomes.

- Teachers use a variety of methods, including observations, conversations, projects, assignments, and tests.
- Students have developmentally appropriate opportunities to demonstrate their understanding, with accommodations that support their learning needs.
- Assessment informs instruction, feedback, and next steps. Students are supported in understanding their progress and participating in the process.
- Teachers communicate assessment expectations to students and share achievement, growth, and areas for support with families through report cards, IPP meetings, and ongoing communication.
- Routine classroom assessments are part of daily learning and do not require separate advance notification to families. Information about major assessments and provincial examinations will be shared as appropriate.

Report Cards

The school year is divided into two semesters of approximately 20 weeks each. In addition to the semester reports, high school students will receive a mid-term report midway through the semester.

E2 Academy does not hold separate traditional parent-teacher interviews. Our Individualized Program Plan (IPP) meetings are comprehensive and provide an opportunity for parents, teachers, and the school team to discuss the student's learning, progress, strengths, areas of need, goals, supports, and programming. As a result, E2 Academy considers the IPP meeting to serve as the student's parent-teacher interview.

Parents are encouraged to maintain ongoing communication with their child's teachers and may contact them at any time throughout the school year for updates or questions regarding their child's learning and progress.

GRADING SYSTEM

Letter grades and/or percentages are used for grading, as appropriate.

Incomplete Grade

If, because of illness or extenuating circumstances, a student has not completed sufficient work to earn a grade, they may be given an Incomplete.

Grade Retention -- Grades 1-9

E2 Academy recognizes that twice-exceptional students may demonstrate strengths and learning needs across different grade levels. Grade placement decisions consider the student's

academic progress, social and emotional development, individual needs, and the supports available.

When a student is experiencing significant difficulty meeting curriculum expectations, the teacher and admin team will consult with the student and parents or guardians to review progress, accommodations, and programming options.

Retention may be considered when remaining in the same grade is expected to benefit the student's learning and development. It is not determined solely by marks or the number of subjects in which a student is experiencing difficulty. Students may also progress to the next grade with appropriate supports and an updated IPP.

Placement decisions will be explained to the family and documented, including the supports planned for the following school year.

Transfer Students

Families transferring from another school authority should provide available report cards, transcripts where applicable, assessments, IPPs, and other relevant school records.

Grade placement and programming decisions will consider the student's previous education, demonstrated learning, age, and individual needs. Additional assessment may be used where needed.

LEAVING SCHOOL GROUNDS

Once a student arrives on campus, they are expected to remain on school grounds until their scheduled classes for the day are completed.

From time to time, students may participate in supervised walks within a 2-kilometer radius of the school. These walks may be for educational purposes, physical activity, or as part of other school-related programs.

Additionally, with parental/guardian consent, students may be permitted to:

- Walk unsupervised to or from the ARC
- Take a regulation break off-campus
- Leave the school grounds at the end of the school day to walk home

An annual permission form will be sent home to parents/guardians to grant consent for all off-campus activities, including staff-supervised walks within a 2-kilometer radius. Students will only be allowed to participate in any off-campus activity if this signed form is on file.

INCLEMENT WEATHER

Physical Education and Daily Physical Activity

We will continue to have morning and afternoon outdoor time, even in bad weather, so students should dress appropriately. Students will be kept indoors if it is raining heavily or the air temperature or wind chill factor is at or below -23 degrees celsius.

Weather and Road Conditions

We recognize that our families travel from across the Edmonton region and that winter weather and icy road conditions can affect safe travel to school. When weather or road conditions impact staffing or student safety, we will communicate with families by email regarding delayed starts, modified schedules, or when we are encouraging students to remain at home. Our priority is always the safety of students and staff, and we appreciate families using their discretion during severe weather conditions.

LOST ITEMS

Please label your child's belongings. Staff will make reasonable efforts to return misplaced items to their owners, but E2 Academy is not responsible for lost or stolen personal belongings.

Toys, valuables, and other non-essential personal items should remain at home unless approved by staff for a learning activity or individual support need.

SEARCHES AND CONFISCATION OF ITEMS

When there are reasonable grounds to believe a student has an item that presents a safety risk or violates the **Student Code of Conduct**, the admin team may conduct a reasonable search of the student's backpack or other personal belongings. Searches will be limited to what is necessary to address the concern and conducted respectfully, with attention to the student's privacy and individual needs.

Unsafe or prohibited items may be confiscated. Parents or guardians will be notified, and items will normally be returned to them when safe and appropriate. Items requiring police involvement will be handled in accordance with police direction.

Any further response will follow the **Student Code of Conduct** and, where appropriate, the school's emergency procedures.

Emergency Response and Crisis Management Policy

Purpose

E2 Academy is committed to maintaining a safe, responsive, and prepared learning environment for all students and staff. This policy establishes clear expectations for emergency response and crisis management procedures in alignment with Alberta legislation and safety standards.

Given the unique needs of E2 Academy's twice-exceptional (2e) student population, emergency procedures will be implemented in a manner that is trauma-informed, developmentally appropriate, and supportive of student regulation while prioritizing safety.

This policy aligns with the *Education Act*, the *Private Schools Regulation*, the *Occupational Health and Safety Act*, the *Emergency Management Act*, the *Alberta Fire Code*, and the *Personal Information Protection Act (PIPA)*.

Guiding Principles

1. Student and staff safety is the primary priority in all emergency situations.
2. Emergency procedures must be clear, practiced, and understood by all staff.
3. Responses must consider the emotional, neurological, and developmental needs of students, including the asynchronous regulation profiles common in twice-exceptional (2E) learners.
4. Documentation and review of incidents are essential for continuous improvement.
5. Staff share collective responsibility for maintaining a secure and responsive environment.
6. Emergency procedures may be initiated, modified, or concluded by any member of the administrative team, including the Director of Academic Operations, Director of Student Supports, or Business Manager.

Types of Emergency Procedures

Emergency situations may not always fit neatly within predefined categories. Staff are expected to use professional judgment in consultation with administration to ensure safety while maintaining a regulated and supportive environment.

Fire and Evacuation

- Fire response procedures are maintained in designated emergency binders.
- Evacuation routes are clearly posted.
- Fire drills will be conducted in accordance with Alberta Fire Code requirements.
- Staff are responsible for supervising students, conducting headcounts, and reporting attendance to administration.

Hold and Secure (External Threat)

- Initiated when there is a potential threat in the surrounding community or building exterior.
- Exterior doors will be secured.
- Students and staff will remain inside classrooms until the situation is resolved.
- Instruction may continue where appropriate.

Hold and Secure (Internal Safety Situation)

- Frequently used in response to internal student dysregulation to protect safety and dignity.
- Students remain in classrooms while staff manage the situation.
- Classroom doors are locked.
- Movement within the building may be temporarily restricted.
- Procedures are implemented in a calm, regulated manner to minimize escalation.
- Procedures prioritize safety while preserving student dignity and minimizing escalation wherever possible.

Lockdown

- Initiated when there is an immediate and significant threat inside the school.
- Classroom doors are locked.
- Lights may be turned off and students positioned out of sight.
- Silence is maintained until administration or emergency responders provide direction.
- Lockdown drills will be conducted in a developmentally appropriate manner, with consideration for student regulation needs.

Medical Emergency

- Emergency services may be contacted by a member of the administrative team or any staff member in urgent situations. Administration will coordinate all follow-up communication and response actions.
- First aid will be administered by trained personnel.
- Incident reports will be completed following any significant medical event.

Environmental and Natural Emergencies

Includes events such as, but not limited to, severe weather, blizzards, extreme cold, flooding, tornado warnings, or other environmental hazards.

- Staff will follow direction from administration regarding shelter-in-place, delayed dismissal, or evacuation where required.
- Students will remain supervised in a safe indoor location unless otherwise directed.
- Communication with families will occur as soon as practicable.

Technology and Cybersecurity Incidents

Includes events such as cyberattacks, ransomware incidents, or unauthorized access to school systems.

- Staff will immediately report any suspected breach to administration.
- Access to affected systems may be restricted to protect data integrity and privacy.
- Administration will coordinate response actions, including communication with appropriate authorities or service providers where required.
- All actions will prioritize the protection of student and staff information in accordance with PIPA.

Drills and Training

1. Fire drills will be conducted in accordance with provincial fire regulations.
2. Lockdown and hold-and-secure drills will be conducted periodically in a manner that is trauma-informed and developmentally appropriate.
3. Staff will receive annual review of emergency procedures.
4. Drill outcomes will be reviewed by administration to identify improvements.

Communication Protocols

- Emergency services may be contacted by a member of the administrative team or any staff member in urgent situations. Administration will coordinate all follow-up communication and response actions.
- Parents or guardians will be notified following significant incidents, with consideration for timeliness, student privacy, and the nature of the event.
- All communications will be factual, timely, and respectful of student privacy.

The Board of Directors will be notified as soon as reasonably practicable following:

- Any instance where emergency services are contacted, or
- The activation of a significant emergency or disaster response protocol

Notification will include relevant details while maintaining student and staff confidentiality.

Confidentiality and Record-Keeping

- All emergency incidents will be documented.
- Records will be securely maintained in accordance with PIPA.
- Documentation will be available to Alberta Education or other authorities if requested.

Communication and Reporting

Please contact the person whom your question or comment pertains to. If you are unsure who to contact, start with your child's teacher and they can direct you if necessary.

Concerns, Complaints, and Grievance Resolution Policy **Operative policy**

Purpose

E2 Academy is committed to maintaining a welcoming, caring, respectful, and safe learning environment where concerns are addressed fairly, respectfully, and in a timely manner. The Board believes that respectful communication and collaborative problem-solving are essential to maintaining positive relationships within the school community.

This policy establishes a fair, transparent, and consistent framework for addressing concerns, complaints, and grievances brought forward by students, parents, guardians, or other individuals acting on behalf of a student.

Scope

This policy applies to concerns, complaints, or grievances related to educational programming, school operations, student services, staff conduct, administrative decisions, Board decisions, or other matters involving E2 Academy.

This policy does not replace reporting obligations required under legislation or other Board policies.

Definitions

- **Concern:** A concern is an issue or question that may typically be resolved through respectful discussion with the individual most directly involved.
- **Complaint:** A complaint is an expression of dissatisfaction regarding a decision, action, or circumstance that requires administrative review.
- **Grievance:** A grievance is a formal complaint regarding a decision, action, or circumstance affecting a student or family that has not been resolved through informal or administrative processes.

Guiding Principles

1. Concerns should be addressed as early and as close to their source as reasonably possible.
2. Concerns should be addressed at the lowest appropriate level before being escalated through the school's reporting structure.
3. All parties will be treated fairly, respectfully, and without discrimination or retaliation.
4. Every reasonable effort will be made to resolve concerns collaboratively and informally before initiating a formal grievance.
5. Grievances will be considered objectively and confidentially, to the extent permitted by law.
6. Decisions will be based on relevant information, applicable legislation, Board policy, and administrative procedures.
7. Grievances and appeals will be addressed in accordance with the principles of procedural fairness. Individuals affected by a decision will have the opportunity to be heard, decisions will be made impartially based on relevant information, and decisions will be communicated with reasons where appropriate.
8. Individuals bringing forward concerns in good faith will not experience reprisal.
9. Concerns involving student safety or allegations of abuse, discrimination, harassment, or other matters requiring immediate action will be addressed promptly in accordance with applicable legislation and school policy.

10. Individuals participating in the concerns, complaints, and grievance process are expected to conduct themselves in accordance with the school's Parent/Guardian Code of Conduct, Student Code of Conduct, and other applicable Board policies.

Informal Resolution

E2 Academy believes that most concerns are best resolved through respectful, direct communication. Whenever appropriate, students, parents, guardians, and members of the school community are expected to first discuss concerns with the individual most directly involved before requesting administrative intervention.

Administrative intervention should generally occur after reasonable efforts have been made to resolve the concern at the lowest appropriate level, unless the nature of the concern requires immediate escalation.

Where a concern cannot be resolved through informal discussion, or where direct communication would be inappropriate due to the nature of the concern, the matter may proceed through the school's formal complaint and grievance procedures.

Formal Complaint and Grievance Process

The school will maintain administrative procedures outlining the process for receiving, investigating, responding to, and resolving complaints and grievances.

Administrative procedures will identify:

- the appropriate reporting pathways;
- responsibilities of those involved;
- opportunities for review or appeal, where appropriate;
- documentation requirements;
- communication expectations throughout the process; and
- processes that ensure complaints and grievances are addressed fairly, impartially, and in accordance with the principles of procedural fairness.

Board Responsibilities

The Board will:

- ensure a fair, accessible, and transparent grievance process is available;
- consider appeals or grievances that fall within the Board's authority;

- ensure grievances and appeals are considered in accordance with Board policy, applicable legislation, and the principles of procedural fairness;
- support a culture of respectful communication, accountability, and continuous improvement.

Administrative Responsibilities

The Director of Academic Operations, Director of Student Supports, and Business Manager are responsible for implementing the school's complaint and grievance procedures within their respective areas of responsibility.

Administrative responsibilities include:

- receiving and responding to concerns, complaints, and formal grievances in a fair, respectful, and timely manner;
- supporting informal resolution wherever appropriate;
- ensuring concerns are investigated objectively and in accordance with Board policy, administrative procedures, and applicable legislation;
- maintaining appropriate documentation throughout the complaint and grievance process;
- communicating decisions and next steps to the parties involved; and
- identifying opportunities for continuous improvement arising from concerns, complaints, or grievances.

Social Emotional Learning and Regulation

Social Emotional Learning is separate from the Alberta Program of Studies. It is a major focus at E2 Academy and may take priority over academics when needed.

Individualized Program Plans

IPPs & Their Purpose

For students who need specialized services and supports, the IPP is a working document that is developed within the first two months of the school year. All students at E2 Academy have identified special education needs; therefore, an Individualized Program Plan is developed for every student. It is a record of the student's progress related to specific goals. It ensures that the student's needs are being addressed and provides information about accommodations and strategies they need to succeed. The IPP is reviewed at least three times a year. Progress toward

IPP goals is tracked through ongoing data collection (see the section on Student Data Collection, Analysis and Reporting below).

E2 Academy is committed to facilitating the educational success of every student enrolled in its program. Decisions regarding special programming will be made in consultation with the student's parents, teachers, and where appropriate, the student.

Individualized Program Plans, for students identified as special needs according to this policy, will outline specific interventions and goals with respect to the students' identified areas of need.

Creating & Updating IPPs

IPP Meetings

IPP meetings are an important part of E2 Academy's collaborative approach to supporting each student. Meetings provide an opportunity for the student, family, school team, and other professionals involved with the student to come together to discuss the student's strengths, needs, progress, and priorities for the school year.

Who attends an IPP meeting?

IPP meetings may include:

- the student;
- parent(s)/guardian(s);
- teacher(s);
- a member of the E2 Academy Leadership Team; and
- other professionals or service providers involved in supporting the student, where appropriate.

What happens at an IPP meeting?

During the meeting, the team reviews the student's current functioning and progress across relevant areas of their school experience. This may include academic progress, executive functioning, communication, social-emotional development, regulation, behaviour, independence, and other areas identified as priorities for the individual student.

The team will review relevant school data and observations, discuss what is working well and where additional support may be needed, and consider input from the student, family,

teachers, and other professionals. Together, the team identifies meaningful and individualized IPP goals and discusses the strategies, accommodations, supports, and programming that will help the student work toward those goals.

IPP meetings also provide families with an opportunity to share information about their child, ask questions, discuss concerns, and collaborate with the school team. Because these meetings provide a comprehensive review of the student's learning and progress, E2 Academy considers the IPP meeting to serve as the student's parent-teacher interview.

Collaboration with External Teams

As part of E2 Academy's commitment to collaborative and wraparound support, arrangements may also be made for an E2 Academy staff member to attend extended treatment IPP meetings, FSCD meetings, medical appointments, or other relevant planning meetings. With appropriate parent/guardian consent, E2 Academy may also collaborate with external professionals and service teams involved in supporting the student.

Behaviour Plans

A Proactive & Reactive Behaviour Plan is developed for each student annually and serves as a practical guide for staff in understanding and supporting the student. Plans identify areas such as target behaviours, known triggers and cues, proactive supports, regulation strategies, redirection approaches, and appropriate staff responses when a student becomes dysregulated.

Plans are developed by the Director of Student Supports and/or certificated teachers, using information gathered from staff observations, student data, the student's individual profile, and input from families and other relevant professionals.

Proactive & Reactive Behaviour Plans are reviewed annually and following significant behavioural incidents. When a review identifies that a student's needs, behaviours, risks, or effective support strategies have changed, the Director of Student Supports and/or certificated teachers will update the plan accordingly.

Where appropriate, Behaviour Risk Assessments and Student Flowcharts may also be developed to provide additional guidance regarding identified safety risks, escalation patterns, staff responses, and procedures for supporting the student safely and consistently.

Student Data Collection, Analysis and Reporting

Why do we collect data?

E2 Academy uses student data to better understand each student's individual needs, monitor progress, identify patterns and trends, and support informed educational and programming decisions.

Data helps our team evaluate whether strategies, accommodations, and supports are effective and provides objective information that can be used when developing and reviewing IPP goals, behaviour supports, classroom programming, and other individualized interventions.

Data also supports E2 Academy in evaluating the effectiveness of our programming at both the individual student and organizational level and assists the school in meeting applicable reporting and accountability requirements.

What may be tracked?

The information collected will vary depending on the individual needs and programming of each student and may include:

- target behaviours and regulation;
- progress toward IPP and social-emotional learning (SEL) goals;
- use and effectiveness of accommodations and supports;
- academic progress and engagement;
- attendance or participation patterns;
- tics or other relevant neurological observations;
- seizures; and
- other medical information where specific monitoring is required.

Not every area is tracked for every student. The type and frequency of data collection is determined by the student's individual needs, programming, and applicable funding or reporting requirements.

Students who require specific medical tracking as part of their Severe Disability Funding will generally not be included in behavioural data tracking unless the school team determines that additional tracking is required.

Data Analysis and Use

Collected data is reviewed and analyzed at both the individual student and classroom level. This allows the school team to identify patterns or trends, monitor student progress, evaluate the effectiveness of supports and interventions, and make informed decisions about next steps.

Information gathered through data collection may be used to inform IPP development and review, proactive and reactive behaviour planning, accommodations, instructional planning, student supports, and overall program delivery.

Research Studies

The Board of Directors encourages E2 Academy to initiate research studies and to cooperate with individuals, agencies, and institutions in carrying out research studies, provided that such studies:

- Hold promise for improving the instruction, services and supports provided to students in the school and to students enrolled elsewhere.
- Have the potential to provide information that is useful to the school and to schools elsewhere.
- Are limited to a reasonable amount of staff and/or student time.

Consent forms will be presented to all potential research subjects prior to research being conducted. No student, staff, or family is required to participate in research studies.

Incident Reporting

E2 Academy documents student incidents as appropriate based on the nature and severity of the incident.

Minor incidents that are resolved with staff support and where the student is able to regulate, return to their day, and continue learning will generally be documented internally and will not routinely result in an incident report being sent to parents/guardians.

Parents/guardians will be notified of significant incidents involving their child. This includes, but is not limited to, incidents involving physical harm or a significant risk of harm to a student or staff member, significant property damage, a head injury, or an injury requiring significant first aid or further medical attention.

When an incident report is provided, E2 Academy will make reasonable efforts to communicate it promptly. At times, immediate student needs and classroom supervision may take priority, and completion or distribution of the written report may occur later in the school day or as soon as reasonably possible.

Where a family and the school determine that additional communication regarding minor incidents is appropriate for an individual student, this may be arranged with the school team.

Definitions

Accommodations: Any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment.

Adapted Programming: Programming which maintains the provincial curriculum outcomes, but changes are made to the learning process to ensure that the student is able to achieve such outcomes (different products, formats, strategies, etc).

Modified Programming: Programming in which the learning outcomes are substantially different from the provincial curriculum and are specifically selected to meet students' special education needs.

Asynchronous Development: Refers to an uneven intellectual, physical, and emotional development.

Cross-Curricular Instruction: A conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience.

Differentiation: Adjusting instruction, learning activities, resources, and assessment approaches to respond to students' readiness, strengths, needs, and interests. Students work toward curriculum outcomes through varied levels of challenge, appropriate supports, and different ways of accessing learning and demonstrating understanding.

Growth mindset: The belief that skills and understanding can develop through practice, effective strategies, feedback, and appropriate support. A growth mindset values progress and learning from challenges while recognizing that individuals have different strengths, needs, and circumstances.

Individualization: Refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs.

Scaffolding: Refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Twice-Exceptional: Twice-Exceptional students are students who have extraordinary intellectual or creative potential in one or more areas, but who are challenged by academic, attentional and/or social challenges.

Important Acronyms

ADHD: Attention Deficit Hyperactivity Disorder

ALSUP: Assessment of Lagging Skills and Unsolved Problems

ARC: Additional Resource Centre

ASD: Autism Spectrum Disorder

BPD: Borderline Personality Disorder

BRIEF: Behaviour Rating Inventory of Executive Function

DMDD: Disruptive Mood Dysregulation Disorder

DSEIS: Designated Special Education Independent School

ECS: Early Childhood Services

FAM: Feifer Assessment of Math

FAR: Feifer Assessment of Reading

FAW: Feifer Assessment of Writing

FAS: Fetal Alcohol Syndrome

FIS: Functional Impact Statement

FSCD: Family Support for Children with Disabilities

GAD: Generalized Anxiety Disorder
IBSP: Individual Behaviour Support Plan
IED: Intermittent Explosive Disorder
IPP: Individualized Program Plan
OCD: Obsessive Compulsive Disorder
OT: Occupational Therapist
PANDAS: Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcus
PANS: Pediatric Acute-onset Neuropsychiatric Syndrome
PRN: Medication given on an 'as-needed' basis for specific signs/symptoms
PT: Physiotherapist
SDF: Severe Disability Funding
SEL: Social Emotional Learning
SLP: Speech Language Pathologist
SPD: Sensory Processing Disorder
TS: Tourette Syndrome
WIAT: Wechsler Individual Achievement Test