



**BLACK GOLD  
REGIONAL  
DIVISION NO. 18**

# Instructional Programs and Materials 200

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## Administrative Procedure 200

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### ORGANIZATION FOR INSTRUCTION

#### Background

The Principal is held accountable for the organization of the plan for instruction in his/her school.

#### Procedures

1. The Principal, in consultation with staff, will develop a school plan which will clearly outline the:
  - 1.1 Organization of classes;
  - 1.2 Organization of teacher assignments;
  - 1.3 Course offerings of the school; and
  - 1.4 Co-curricular and extra-curricular activities.
2. The function of assigning students to classes is the responsibility of the Principal, in consultation with all staff members affected at that instructional level. As much as possible, schools are to utilize heterogeneous and inclusive groupings of students.
3. It is further recognized that it is be reasonable to group students in different grades or different courses in the same class.

Reference: Section 20, 60, 61, 113 School Act

## **Administrative Procedure 202**

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### **EDUCATION WEEK**

#### **Background**

Education Week dates and themes are announced by Alberta Education and the Alberta Teachers' Association. It is usually scheduled for latter April or early May.

#### **Procedures**

1. Each Principal is to announce school Education Week activities in his/her school newsletter and post on their school website.
2. Education Week information is available on the Alberta Education website and the Alberta Teachers' Association website.

Reference: Section 20, 60, 61, 113 School Act

## Administrative Procedure 203

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### CHRISTMAS/WINTER CONCERTS AND BAND/DRAMA PERFORMANCES

#### Background

Concerts and performances are valued community events.

#### Procedures

1. Prior to November 1, the Executive Assistant to the Superintendent will share the previous year's schedule for Principals to update the following information:
  - 1.1 Christmas/Winter/Band/Drama Concert and Performance Date(s);
  - 1.2 Times;
  - 1.3 Location(s) (if not at school);
  - 1.4 Ticket Cost (if applicable);
  - 1.5 Charity Donations (if applicable).
2. If all of the above information is not known by November 1, update the date(s) of the concert or performances and update the remaining information once it is finalized.
3. All schools are requested to provide this information, including junior and senior high schools, even if the performances are not related to or occurring during Christmas.
4. This information will be distributed to the Board of Education, Division Office Staff, Facilities Staff and upon request, the local media.

Reference: Section 20, 60, 61, 113 School Act

## Administrative Procedure 205

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### CONTROVERSIAL ISSUES IN EDUCATION

#### Background

Studying controversial issues is important in preparing students to participate responsibly as citizens in matters that affect our society.

#### Procedures

1. Efforts will be made to ensure that students and others are not ridiculed, embarrassed, intimidated, or degraded for positions which they hold on controversial issues.
2. Information regarding controversial issues is to:
  - 2.1 Represent alternative points of view using resources that do not violate provincial or federal law;
  - 2.2 Reflect the maturity, capabilities and educational needs of the students;
  - 2.3 Meet the requirements of provincially approved courses of study and education programs; and
  - 2.4 Reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.
3. The primary focus in studying controversial issues is to be on teaching students how to think rather than on what to think.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12

## Administrative Procedure 206

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### CONTROVERSIAL MATERIALS

#### Background

Intellectual inquiry requires learning resources representing a wide range of interests so that students may freely explore the world of ideas. Staff must exercise autonomy and flexibility in determining the means by which learning opportunities are presented. In the selection of resources, the Division expects sound professional judgement and consultation with others, including parents and other professional colleagues when deemed appropriate.

#### Procedures

1. Each Principal is to develop guidelines regarding the use of material which could be classified as controversial.
2. The guidelines will be developed with input from the School Council.
3. Teachers will include a list of learning resources to be used in a course (e.g. text books, novels, films, etc.) that is communicated to parents and students at the commencement of the course.
4. Parents/guardians who have issues with the materials being presented in class are to refer to Administrative Procedure 251 - Challenge to Learning Materials.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12  
Administrative Procedure 251 – Challenge to Learning Materials

## Administrative Procedure 207

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### HUMAN SEXUALITY EDUCATION

#### Background

Teaching human sexuality is a responsibility that schools share with the home. Consequently, parents must have input into programs offered through a review of the concepts to be taught and the teaching techniques and resources to be used.

Alberta Education requires schools to offer a program to all students in grades 4 to 12. In those instances where the parents do not wish their child to participate in the human sexuality component, an alternate activity will be provided.

#### Procedures

1. In advance of the human sexuality component being taught, all parents of students will be provided information on the program objectives, concepts to be covered, teaching techniques and resource materials to be used.
2. Parent participation and permission for the human sexuality component will adhere to the following guidelines:
  - 2.1 For the elementary and junior high human sexuality component parents are required to request that their child not participate in the program. Suitable alternative learning experiences will be provided.
  - 2.2 For senior high students, CALM 20 (Career and Life Management) is compulsory for graduation either on a three or five (3 or 5) credit basis.
    - 2.2.1 Only students whose parents have requested, in writing, that their child not participate in the human sexuality component will be excused from that component. These students will be given alternative activities related to other aspects of the Health or CALM 20 Program.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12

## Administrative Procedure 208

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### PATRIOTIC EXERCISES

#### Background

The National Flag of Canada, the flag of Alberta and the Canadian national Anthem are symbols of honour and pride for all Canadians and must be treated with respect.

The Principal and Staff are urged to take every opportunity to foster pride in Canada based on appreciation of its qualities and values as a nation and as a responsible member of the international community.

#### Procedures

##### 1. Patriotic Exercises

- 1.1 The School Act allows a parent to ask that their student be exempted from patriotic exercises or instruction.
  - 1.1.1 The Principal may excuse a student from activities relating to patriotic exercises or instruction as long as they receive a written request from a parent/guardian or independent student, as the case may be.
  - 1.1.2 If the Principal excuses a student from participation in patriotic exercises or instruction, the Principal must ensure that every effort is made to respect the dignity of students who are excused from participation in patriotic exercises or instruction.
- 1.2 If the Principal approves a request for exemption from participation is granted, the student may:
  - 1.2.1 leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
  - 1.2.2 remain in the classroom or place without taking part in the instruction or exercises.

##### 2. National Anthem

- 2.1 The Principal must ensure that:
  - 2.1.1 'O Canada' must be played on all school days before the commencement of classes
  - 2.1.2 'O Canada' must be played and sung at the commencement of major or significant school sponsored assemblies and ceremonies; 'O Canada' may be sung in the official French (or in a combined English-French) version; and
  - 2.1.3 'God Save the Queen' may be played and sung to close a program.

Anthem history and etiquette are available at Government of Canada website – National Anthem.

Reference: Sections 3, 20, 50, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12

## Administrative Procedure 209

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### RELIGIOUS EXERCISES

#### Background

In accordance with the Division's philosophy of education, it may be appropriate for schools to involve students in religious exercises.

According to the School Act, a board may:

1. prescribe religious instruction to be offered to its students;
2. prescribe religious exercises for its students;
3. permit persons other than teachers to provide religious instruction to its students.

#### Procedures

1. Any religious exercises chosen by a Principal are to reflect the social and cultural values of the community.
2. Provisions must be made to accommodate the wishes of parents who prefer their children be excused from participating in religious exercises.

Reference: Section 3, 20, 50, 60, 61, 113, School Act  
Guide to Education ECS to Grade 12

## Administrative Procedure 210

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### EARLY CHILDHOOD SERVICES

#### Background

Early Childhood Services (ECS) programs are to be available to eligible students within the Division.

#### Definition

Early Childhood Services programs provide services to address the developmental needs of children before they enter grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs provide additional support for children with special needs to assist them in reaching their full learning potential.

Junior Kindergarten means a component of the total ECS program and refers to the year immediately before kindergarten.

Kindergarten means one (1) component of the total ECS program funded by Alberta Education, and refers to the year immediately prior to grade 1.

#### Procedures

1. The ECS programs which operate within Division schools will function in accordance with the policies and guidelines outlined by Alberta Education.
2. Enrolment in an ECS program is voluntary.
3. A child must be at least two (2) years and six (6) months of age and eligible for ECS programming to be enrolled in Division early education programs. (Refer to Appendix)
4. A child being considered for junior kindergarten must become four (4) years of age by the end of the following February and be eligible for ECS programming.
5. Any child being enrolled in a kindergarten program must become five (5) years of age by the end of the following February.
6. Programs will be established at specific school sites to accommodate children with documented special needs.
7. The Principal of a school with an ECS program may arrange for a Local Advisory Council (L.A.C.) to be established each year. The L.A.C., comprised of parents of the ECS children, will develop processes for the operation of the L.A.C.

8. Non-instructional fees may be established and approved by the L.A.C.
9. Kindergarten students are accommodated on Division transportation in accordance with Board Policy 17 – Student Transportation Services.

Reference: Section 8, 30, 60, 61, 113 School Act  
Early Childhood Regulation 31/2002  
Guide to Education ECS to Grade 12  
Funding Manual for School Authorities  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Board Policy 13 – Appeals and Hearings Regarding Student Matters  
Board Policy 17 – Student Transportation Services

## Administrative Procedure 210 – Appendix

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### Appendix - AGES FOR FUNDING ELIGIBILITY IN ECS PROGRAMS DEPENDING UPON STATUS OF CHILD

Funding Status of Child	For funding in an ECS program, the minimum age of the child on September 1 of program year must be the greater of
Severely Disabled Child Hearing Impaired Child	2 years, 6 months or 3 years less than minimum school age*
Mildly or Moderately Disabled Child	3 years, 6 months or 2 years less than minimum school age*
Regular Program Child	4 years, 6 months or 1 year less than minimum school age*
Developmentally Immature Child	5 years, 6 months or minimum school age*

\* The younger of the school entrance age as set.

1. By the Division in which the parents of the child reside, or
2. In the School Act, which is six (6) years of age as of September 1.

Reference: Section 8, 30, 60, 61, 113 School Act  
 Early Childhood Regulation 31/2002  
 Funding Manual for School Authorities  
 Kindergarten Program Statement  
 Standards for Special Education  
 Standards for the Provision of Early Childhood Special Education

## Administrative Procedure 211

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### ENGLISH AS A SECOND LANGUAGE

#### Background

All students are to be provided with the necessary language skills in order to fully participate in our education system.

#### Procedures

1. Where a school has enrolled students who qualify for ESL funding, the Division will include the funding in the school's budget.
2. Each Principal or designate will be responsible for assessing the language needs of students and providing appropriate learning opportunities.
3. The Learning Services Department will provide assistance in developing, implementing and assessing appropriate instructional programs.

Reference: Section 8, 9, 20, 39, 45, 60, 61, 113 School Act  
Funding Manual for School Authorities  
Guide to Education ECS to Grade 12

## Administrative Procedure 212

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### SECOND LANGUAGE PROGRAMS

#### Background

Learning a second language fosters personal growth and enrichment, as well as tolerance and understanding. The ability to communicate in a second language enhances career possibilities and contributes to the bilingual and multicultural dimensions of our country.

Second language programs will be offered where numbers warrant.

#### Procedures

1. French Immersion Program
  - 1.1 The Division supports a dual-track system, providing opportunities for integration between students in English and French programs.
  - 1.2 Schools where French Immersion programs are housed will maintain adequate resources to support student learning in these programs.
  - 1.3 A French-speaking administrator will be appointed in each of the dual track schools, when possible.
  - 1.4 A French-speaking office secretary will be appointed in each of the dual track schools, when possible.
  - 1.5 A Division Second Language Lead Teacher will be identified to provide ongoing support for the program.
  - 1.6 Schools offering French Immersion will provide Alberta Education's recommended instructional time allocations in French.
  - 1.7 The entry point for French Immersion programs will be at ECS or grade 1, unless the child demonstrates proficiency in French at the appropriate grade level.
  - 1.8 English Language Arts instruction for students in French Immersion programs will begin in grade 1.
2. Other Languages
  - 2.1 In schools where French as a Second Language is offered, students will have access to these courses in accordance with Alberta Education's recommended instructional time allocations.
  - 2.2 In schools where other second languages are offered, students will have access to these courses in accordance with Alberta Education's recommended instructional time allocations.

2.3 The program(s) offered may depend on majority requirements in each school community.

Reference: Section 6, 8, 9, 10, 11, 20, 21, 39, 45, 60, 61, 113 School Act  
Section 23, Canadian Charter of Rights and Freedom  
Funding Manual for School Authorities  
Guide to Education ECS to Grade 12

## Administrative Procedure 213

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### INCLUSIVE EDUCATION PROGRAMMING

#### Background

The goal of our inclusive education programming is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Each student belongs and is to receive a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

#### Definition

Students with special needs means:

- Students described in Section 47(1) of the School Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics or a combination of these characteristics;
- Students who may require specialized health care services; or
- Students who are gifted and talented.

#### Procedures

1. Whenever possible, all students will be provided with appropriate educational programming in their designated schools.
2. Principals, in consultation with the Director of Student Services, are responsible for establishing educational programming with the support of other service providers, which best address the special programming needs of identified students within their schools.
3. Identification of students with special needs may include:
  - 3.1 Classroom observations/monitoring.
  - 3.2 Educational screening/standardized academic testing.
  - 3.3 File review.
  - 3.4 Consultation with parents.
  - 3.5 Referral.
  - 3.6 Assessment.
4. Where the supports and services available in a Division specialized program are the most enabling for students with special needs, the Director of Student Services, in

consultation with the Principal, will recommend to parents that the student access the Division specialized program.

5. Signed parental consent must be obtained prior to a student accessing a Division specialized program. Any programming change to or from a Division specialized program must be discussed with parents prior to implementation.
6. Individualized Program Plans (IPP) will be developed to address students' special needs. The IPP is based on diagnostic information which provides the basis for intervention strategies, and includes the following essential information:
  - 6.1 Assessment data;
  - 6.2 Current level of performance and achievement;
  - 6.3 Identification of strengths and areas of need;
  - 6.4 Measurable goals and objectives;
  - 6.5 Procedures for evaluating student progress;
  - 6.6 Identification of coordinated support services (including health-related), if required;
  - 6.7 Relevant medical information;
  - 6.8 Required classroom accommodations (e.g. any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment);
  - 6.9 Year-end summary;
  - 6.10 Transition plans.
7. The school will inform parents about all aspects of special education programming and obtain written consent of the parents for referrals, specialized assessments and the Individual Program Plans (IPP). In cases where the parents refuse consent, the school will document this action, including any reasons for refusal and/or the actions undertaken by the school to obtain consent, and place the documentation in the student record.
8. A regular classroom in the student's designated school will be considered as the first programming option for students with special needs.
9. The Principal will ensure that the educational programming complies with the Standards for Special Education and other relevant Alberta Education policies and requirements.
10. Gifted and Talented
  - 10.1 Program planning for gifted students must follow identification procedures, taking into account the talents, abilities, gifts, interests and evaluation plans in any of the following areas:
    - 10.1.1 General Intellectual;

- 10.1.2 Specific Academic;
  - 10.1.3 Creative Thinking;
  - 10.1.4 Social;
  - 10.1.5 Musical;
  - 10.1.6 Artistic;
  - 10.1.7 Kinesthetic.
- 10.2 Implementation of special programming for gifted students may be in the form of IPPs, in addition to, but not replacing, participation in regular educational programs.
- 10.3 Parents are to be involved in the formulation of IPPs and corresponding special programming decisions.
11. At the recommendation of the Director of Student Services, and in consultation with the Associate Superintendent – Learning Services, students with special needs may be sponsored to an out-of-Division placement.
12. The Director of Student Services will present the proposed Student Services Plan for the allocating of resources and the monitoring of said resources to Principals by April 30 for the upcoming year.
13. The Director of Student Services will allocate available resources based on relevant Alberta Education requirements, consultation with parents and best professional practice.
14. Appropriate documentation of programming modifications and/or adaptations for each student with special needs will be retained in the student’s cumulative file.
15. Further information regarding programming for students with special learning needs can be found in the *Programming for Students with Special Learning Needs* brochure and the *Student Services Handbook*.
16. Appeals related to students with special needs will follow Administrative Procedure 390 – Student Appeals and Board Policy 13 – Appeals Regarding Student Matters.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113, 123, 124, 125 School Act  
 Student Record Regulation 71/99  
 Guide to Education ECS to Grade 12  
 Standards for Special Education  
 Board Policy 13 – Appeals Regarding Student Matters  
 Administrative Procedure 390 – Student Appeals

## Administrative Procedure 214

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### KNOWLEDGE AND EMPLOYABILITY COURSES

#### Background

The Division acknowledges the need to provide learning opportunities and a learning environment in which all students are encouraged to develop to the optimum level of their potential.

#### Procedures

1. For students experiencing difficulty in regular grades 8 to 12 programs the Division supports the implementation of Knowledge and Employability (K & E) Courses of study designed to develop student workplace skills while supporting continued growth in core academic subjects.
2. K & E courses may be offered in grades 8 - 12 schools where numbers warrant and where students and parents are informed about the nature and intent of the coursework.
3. Before a student may be enrolled in a K & E course or program, a K & E Course(s) Consent form must be completed and signed by the parents, student and Principal and placed in the student's CUM file. A copy of the form will be forwarded to the Director of Student Services.
4. All K & E programs must meet the requirements for students to earn a Certificate of Completion as stated in the Guide to Education.

Reference: Section 18, 20, 39, 54, 60, 61, 113 School Act  
Student Record Regulation 225/2008  
Guide to Education ECS to Grade 12  
Off-Campus Education Guide for Administrators, Counsellors and Teachers  
Knowledge and Employability Courses Handbook, Grades 8 to 12

Form: Knowledge and Employability Course(s) Consent

## Administrative Procedure 215

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### CAREER AND TECHNOLOGY STUDIES

#### Background

Student participation in Career and Technology Studies (CTS) is a valuable learning experience for students in grades 7 to 12.

Fees for specific CTS courses may be determined by the Principal, in consultation with the Associate Superintendent - Learning Services.

#### Procedures

1. Junior High CTS
  - 1.1 The CTS program will be offered to junior high students in their neighbourhood school.
  - 1.2 The CTS program offered at the junior high level is to be designed by combining components of courses within and across strands (e.g. career clusters) to enable students to explore a wide range of career options.
2. Senior High CTS
  - 2.1 CTS courses offered at the senior high level are to be designed to provide students the opportunity to investigate potential career choices from introductory courses to advanced courses in a career pathway of their choice, based on course availability and access.
  - 2.2 Students may elect to take a course in any year, depending on the availability of staff, facilities, and student places, recognizing that not all courses may be offered at all levels.
3. The administration of CTS courses will follow the guidelines and requirements established by Alberta Education.
4. CTS courses will be offered to students at both the junior and senior high levels with due consideration of the abilities and interests of the students, expertise of the staff, financial, material and physical resources within the school and student enrolments.
5. Transportation to and from these programs or funding for parent-provided transportation will be provided by the school for those students who meet the entrance requirements. Ongoing registration in the specialized CTS course(s) is required in order to receive transportation provided by the Division. Credit Enrolment Units (CEUs) for high school courses will be retained at the student's home school.

Reference: Section 18, 20, 39, 54, 60, 61, 113, School Act  
Student Record Regulation 225/2008  
Guide to Education ECS to Grade 12  
Off-Campus Education Guide for Administrators, Counsellors and Teachers

## Administrative Procedure 216

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### OFF-CAMPUS EDUCATION

#### Background

The Division supports the provision of off-campus education opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

The Division is required to meet statutory requirements; to protect schools and off-campus employers under the Workers' Compensation Board (WCB) and in order to access funds available from Alberta Education for off-campus education.

#### Definitions

Off-campus Education includes Work Study, Green Certificate Program, Work Experience Program, Registered Apprenticeship Program and co-operative education programs as defined in the Alberta Education Guide to Education: ECS to Grade 12 and in the Alberta Education Off-campus Education Handbook.

Work Study means off-campus experiential learning integrated with courses undertaken by a junior or senior high school student:

- As an integral part of the curriculum of a provincially approved school course or program;
- Which is under the cooperative supervision of an Off-campus teacher/coordinator and the employer's onsite representative; and
- Where no additional credit is given.

Work Experience means off-campus experiential learning undertaken by a senior high school student 15 years of age, or older:

- As an integral part of a planned school program;
- Which is under the cooperative supervision of an Off-campus teacher/coordinator and the employer's onsite representative; and
- Which constitutes a separate course based on twenty-five (25) hours per credit.

Registered Apprenticeship Program (RAP) means experiential learning undertaken by a senior high school student 15 years of age or older:

- As an integral part of a planned school program;
- In which the student is actively working toward the completion of an Alberta High School Diploma or a Certificate of High School Achievement;
- Which is under the cooperative supervision of an Off-campus teacher/coordinator and the employer's onsite representative;

- Where a student is a registered apprentice;
- Where the program meets the statutes and regulations relating to apprenticeship training; and
- Where the activities constitute a series of separate courses based on twenty-five (25) hours per credit.

Local supervision means that the school has assigned a certificated teacher-coordinator to provide face-to-face support and assistance, for each student engaged in Off-campus Education, and to ensure that procedures are followed.

While engaged in an Off-campus Program, a student is considered to be in school.

### **Procedures**

1. The Principal is responsible for the administration, implementation and evaluation of the Off-campus Programs offered in the school. The Principal is expected to maintain a working knowledge of the relevant legislation, regulation and policy of the Government of Alberta regarding these programs.
2. Work Experience Education will be carried out and evaluated by a certificated teacher/coordinator. The evaluation will be conducted in partnership with the employer. The means of evaluation will be conveyed to the student and the employer.
3. The teacher/coordinator will specify the learner expectations for the student in consultation with the employer and the student.
4. Work Experience will include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills, and attitudes that students must acquire in order to enter, adjust, and advance in a career.
5. The Work Experience teacher/coordinator will determine that a work site meets the following criteria:
  - 5.1 A trade, occupation or profession is represented;
  - 5.2 A person who is qualified in the trade, occupation or profession will supervise and give direction to the student on the job;
  - 5.3 The work site meets the standards of legislation, policy, and regulation of the federal, provincial and municipal governments; and
  - 5.4 The work site is acceptable to the Associate Superintendent - Learning Services, the student's parents, if the student is under 18 years of age and the student in terms of its educational content.
    - 5.4.1 Prior to placing a student at a newly developed work site, the Off-campus Education teacher/coordinator will complete and submit the Approval of Work Sites/Work Stations form located in the Division Off-campus Coordinator Manual to the Associate Superintendent - Learning Services for approval.

6. The signed Approval of Work Sites/Work Stations will remain on file at the school.
7. Off-campus Education for senior high school students will, with the approval of the Associate Superintendent - Learning Services, take place between 7 a.m. and 10 p.m., Monday through Sunday.
8. The teacher/coordinator will establish a monitoring ratio of one visit or contact with the student and the employer for every twenty-five (25) hours (one (1) visit for every credit being earned) that a student is at an Off-campus location. More frequent visits/contacts may be necessary for those students needing additional support in order to succeed. The Off-campus teacher/coordinator must schedule a minimum of one face-to-face meeting with a student and employer every 50 hours or 2 credits earned.
9. The Off-campus teacher/coordinators will meet with the Associate Superintendent - Learning Services twice per school year to discuss issues, share information and make suggestions for revisions to procedures or to the Division Off-campus Coordinator Manual.
10. Summer Procedures:
  - 10.1 Students who are eligible to earn work experience credits over the summer months will be able to register with the Off-campus teacher/coordinator at their school beginning by a date determined at the spring Off-campus meeting.
  - 10.2 Supervision and procedures for approving work sites for summer students will be the same as for students during the school year.
  - 10.3 Supervising teacher/coordinators will:
  - 10.4 Make a maximum of eight (8) work sites visits per day
  - 10.5 Be paid at the rate of 1/200<sup>th</sup> of their salary for each day they work.
  - 10.6 Be permitted to work and be paid for a maximum of sixteen (16) supervision days per summer program period.
  - 10.7 Each school offering the summer Off-campus program will be allotted administrative time to complete the paperwork required for registering, marking and recording marks for summer Off-campus students depending upon the number of credits earned by students at the school site. Administrative days may be divided between the Off-campus coordinators of each school as they see fit. Schools are entitled to:
    - 10.7.1 3 administrative days if less than 200 credits are earned
    - 10.7.2 4 administrative days if 200 credits or more are earned
    - 10.7.3 5 administrative days if more than 300 credits are earned.
11. Dates for submission of student enrolment and marks submissions will be communicated to the school-based Off-campus teacher/coordinators each year.

12. Summer Off-campus work sheets must be completed, signed by the Principal of any school providing a summer Off-campus Education program, and submitted to the Associate Superintendent - Learning Services each spring by the date specified on the form.

12.1 The Summer Off-campus work sheets are located in the Division Off-campus Coordinator Manual and will be updated with applicable deadlines at the beginning of June each year.

13. Students and their parents are encouraged to purchase school insurance.

14. In the case of a Workers' Compensation Board claim, the teacher/coordinator will submit the necessary forms to the Curriculum Sector, Alberta Education, Workers' Compensation Board and to the Associate Superintendent - Learning Services. Forms are obtained from the Off-Campus Education teacher/coordinator and submitted within seventy-two (72) hours of the incident. Original copies of the forms are to be retained by the Off-campus Education teacher/coordinator.

Reference: Section 18, 20, 39, 54, 60, 61, 113 School Act  
Section 75 Employment Standards Code  
Freedom of Information and Protection of Privacy Act  
Labor Relations Code  
Occupational Health and Safety Act  
Worker's Compensation Act  
Student Record Regulation 225/2006  
Guide to Education ECS to Grade 12  
Off-Campus Education Handbook (Alberta Education)  
Off-Campus Coordinator Manual (Division)

Forms: Off-Campus Coordinator Manual (located on Division website)

## Administrative Procedure 219

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### LOCALLY DEVELOPED COURSES

#### Background

Locally developed courses, as a supplement to the provincial curriculum, can be meaningful and motivating since they apply to unique circumstances of the local setting and/or particular students.

Alberta Education makes provision for the local development and authorization of courses that meet specific criteria. For this reason, the creation and implementation of locally developed courses consistent with the following procedures is supported.

#### Definition

Locally developed courses are defined as those courses which have become authorized by the Board after being locally developed or acquired.

#### Procedures

1. The process set for local authorization and subsequent class instruction, course monitoring, etc. will occur in accordance with relevant policies and guidelines of Alberta Education.
2. Courses granted the status of locally approved courses by the Board will be limited to courses which:
  - 2.1 Fall within the Complementary Course category as defined by Alberta Education;
  - 2.2 Are applicable only to junior high and senior high school programming;
  - 2.3 Do not duplicate provincially authorized courses;
  - 2.4 Have an instructional focus;
  - 2.5 Do not replace activities that are a normal part of extra-curricular or co-curricular programs offered by a school (e.g. school team sports, school newspaper, yearbook) and community programs offered by individuals or organizations (e.g. figure skating, ballet, sports activities, clubs); and
  - 2.6 Have been endorsed by the Principal of the school where instruction will take place.
3. Before a course is considered by the Board for local approval the following process will have been followed:
  - 3.1 After its preparation the teacher will submit a course description to the Principal for endorsement;

- 3.2 The course description is submitted to the Associate Superintendent - Learning Services along with a letter of endorsement from the Principal.
4. In the case of a senior high school course description, in accordance with the Alberta Educational policy, a course outline must first be created and submitted by the Associate Superintendent - Learning Services on the Alberta Education Locally Developed Courses Online Management System (LDCOMS) site for review.
  - 4.1 Strict deadlines apply as indicated in the Alberta Education policy.
  - 4.2 LDCOMS administration will review the course to determine whether there is a possible overlap with provincially authorized curriculum.
  - 4.3 After a response has been received, the Associate Superintendent - Learning Services will inform the Board.
5. The following deadlines for submission of documents to the Associate Superintendent - Learning Services will apply unless extenuating circumstances occur, as determined by the recipient:
  - 5.1 May 1 for course implementation at the beginning of the next school year;  
and
  - 5.2 November 1 for course implementation at the beginning of the second semester of the same school year.
6. Board approval is required prior to course implementation.
  - 6.1 Board action regarding course approval or re-approval will occur in the form of a Board motion, which will designate an applicable time period not to exceed three (3) years.
7. Once a locally approved course is in operation, the Principal will be responsible to monitor the course and will determine its success in relation to stated goals.
  - 7.1 The Principal will file a written course evaluation report with the Associate Superintendent - Learning Services within one (1) month of completion of the course.
8. The Associate Superintendent - Learning Services will maintain records containing a written description of each approved locally developed course, the date and duration of its approval by the Board, copies of all related documentation required by this Administrative Procedure, and any other information considered to be pertinent.

Reference: Section 3, 18, 20, 39, 50, 60, 61, 113 School Act  
Guide to Education, ECS to Grade 12  
Alberta Education Policy

## Administrative Procedure 220

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### ALTERNATIVE EDUCATION

#### Background

Black Gold Regional Division No. 18 is a leading school division in creating innovative programming to inspire and create success for students. The Division is committed to providing flexible learning options so every student can achieve. Alternative learning choices work in cooperation with Division Schools to insure quality program planning and transition. Course work can be provided online or in print in a variety of environments. These environments can include a blend of school, outreach or home choices.

*Every Learner should have fair and reasonable access to educational opportunities regardless of ability economic circumstances, location or cultural background. Their needs and way of life should be respected and valued within an inclusive learning environment.* (Inspiring Education: A dialogue with parents, Steering committee report 2010)

#### Procedures

1. Principals have both the authority and responsibility to determine whether student circumstances or programming logistics justify implementation of other types of instruction.
  - 1.1 Student circumstances include factors such as:
    - 1.1.1 Inability to attend,
    - 1.1.2 Required and extended absences,
    - 1.1.3 Transition toward full reengagement,
    - 1.1.4 Imposition of medical/ mental health conditions, or
    - 1.1.5 Parent or student choice.
  - 1.2 Programming logistics include factors such as:
    - 1.2.1 Irresolvable timetabling conflicts (i.e. cycling of courses),
    - 1.2.2 Availability of specialist instructor, or
    - 1.2.3 Specialized programming (i.e. Registered Apprenticeship Program).
2. All resident students are encouraged to maintain or initiate a registration with a Division school.
3. Division Alternative Education Programs

The Division attempts to meet the needs of all students by offering three distinct alternative learning programs:

- Black Gold Outreach School for High School / Junior High School
- School Based Online Learning / Video Conferencing
- Black Gold Home-Based Education

Division administrators and parents are encouraged to speak to the appropriate Administrator or Coordinator in charge of each of these programs located at Division Office to seek specific information about how programs can be tailored to meet a student's distinct needs.

- 3.1 Black Gold Outreach School is a Division service that offers alternative education programs at the high school level and is designed to address individual student needs. Located in Leduc and Beaumont, Outreach provides students with opportunities to work with teachers in an inviting atmosphere that promotes learning.
- 3.1.1 Outreach programs are to be run as standalone schools at locations separate from regular schools as defined in the Guide to Education.
- 3.1.2 Approval of Outreach programs is by the Superintendent or designate and administration of Outreach programs is under the authority of a Principal.
- 3.1.3 Each Outreach school operating in the Division is expected to develop a student handbook describing such matters as course selections, off-campus learning opportunities, partnerships with community services, agencies, and expectations for students' attendance performance and course completion.
- 3.1.4 The Outreach program administrator (Principal) will, annually prepare a School Results Report for submission to the Associate Superintendent – Learning Services.
- 3.1.5 A resident student may attend the Outreach School when the attendance area Principal and the Outreach Principal or designate, concur that the student would be best served by such a placement.
- 3.1.6 A completed Education Plan will be on file for students of an Outreach School who are not enrolled in any other Division School.
- 3.1.7 If a student transfers from a Division school to an Outreach School after September 30, the school of registration on September 30 must pay all course expenses.
- 3.1.8 Students wishing to participate in Outreach programs are to:
- Be recommended by the Principal of the school at which they would normally be attending and have the support of a parent, unless they have status as "independent" students.
  - Be expected to complete a minimum number of courses and maintain satisfactory performance, as determined by the Outreach Principal or designate.

- 3.1.9 All Credit Enrolment Units (CEU) earned at the Outreach School are retained at the Outreach School.
  - 3.1.10 Adult students twenty (20) years of age or older on September 1 of a school year may be able to access courses from an Outreach Centre, subject to payment of a course fee established annually by the Board and an assessment by the Outreach Principal or designate as to the student's suitability for the program.
  - 3.1.11 The Outreach program may make additional services available to students, such as personal and career counselling, conflict resolution, study skills training, time management and work experience.
- 3.2 Junior High School Students who wish to attend the Outreach program will be granted for a resident student for whom the attendance area Principal and the Outreach Principal, in consultation with the Associate Superintendent Learning Services and Student Services where required, concur the student is best served in an Outreach program placement.
- 3.2.1 An Education Plan must be completed by the sending Principal in consultation with the Outreach Principal or designate.
  - 3.2.2 If a student is accepted by Outreach after the September 30 funding deadline, the resident school will be required to pay all course fees.
  - 3.2.3 Students are expected to attend classes every day for at least half the day or whatever program attendance expectations are deemed necessary based on student need.
  - 3.2.4 Junior High School Outreach students must be registered in a full program of courses and attend classes every day for at least half a day or as designated by the Outreach Principal or designate.
- 3.3 Online / Video Conference Programming
- 3.3.1 As of 2013–2014 the Division will no longer subscribe to Alberta Distance Learning (ADLC) online courses. The Division will only subscribe to print materials from ADLC. Individual schools and individual students may subscribe to the ADLC online materials at their own cost if they so choose. Schools and students will have access to online materials developed by the Division through Moodle. Check with the Learning Services Coordinator – Online Delivery for availability.
  - 3.3.2 The Learning Services Coordinator – Online Delivery will coordinate the delivery of the Online program, support teachers in the delivery of Online courses, support courses delivered through Video-conferencing and work with teachers to enhance the current online courses.
  - 3.3.3 Working with the Learning Services Coordinator – Online Delivery, schools can create programs, courses and personalized learning plans that best meet the students' needs at their school. Schools can access these resources to:

- 3.3.3.1 Access courses through video conferencing that allow schools to connect to provide specific programming for smaller groups of students.
- 3.3.3.2 Provide coursework to small groups or individual students by accessing online learning (through Moodle) where students can access courses under the direct supervision of a teacher within the school.
- 3.3.4 Registration in an online or video conferencing class requires permission of the Principal who will consult with the Learning Services Coordinator – Online Delivery prior to registration.
  - 3.3.4.1 0.10 FTE teacher allocation per five (5) credit course available to the school teaching the course via video-conference.
  - 3.3.4.2 Minimum of twelve (12) student course completions from Warburg, Thorsby, Calmar and/or New Sarepta schools to qualify for allocation.
  - 3.3.4.3 Twenty dollars (\$20) per successful student course completion to the school where the students receive instruction.
  - 3.3.4.4 Student retains registration at local school.
  - 3.3.4.5 CEUs credited to the school where the students receive instruction.
  - 3.3.4.6 Responsibility for supervision/tutorial guidance remains with the school where the students receive instruction.
  - 3.3.4.7 Current budget: 1.0 FTE teacher plus ten thousand dollars (\$10,000).
- 3.3.5 Refer to Appendix.
- 3.4 Home Based Education
  - 3.4.1 Black Gold Home-Based School is an alternative learning program that provides flexible options for students to complete coursework within the home environment. Home-Based School assists parents in providing traditional parent supervised programs as well as providing distance programs under the guidance of a teacher. Under the recommendation of the Principal, programs can be blended to allow students to attend school part of the day, while completing other course work at home.
  - 3.4.2 Teacher Directed Distance Education – is a distance learning opportunity where students are connected to the Alberta Distance Learning Centre (ADLC) or a Division online course and complete coursework meeting the Alberta Education curriculum objectives under the direction of a teacher.
    - 3.4.2.1 Teacher Directed Distance Learning education is available for students from grade 1-12. There is no funding grant for

these courses. Parents of high school students are required to place a deposit for course fees. These fees are only charged if a student does not successfully complete the course.

- 3.4.2.2 Parents of students in grades one to nine are required to pay any applicable course fees.
- 3.4.3 Parent Directed Education –whereby a parent assumes the responsibility of teacher for deciding on curriculum objectives, materials and assessment.
  - 3.4.3.1 Families who choose Parent Directed Education are funded by Alberta Education and are entitled to a reimbursement of 50% of the per student funding for purchase of school materials.
  - 3.4.3.2 Students wishing to enrol in Parent Directed Education must be Alberta residents and register by September 30 to secure the funding grant.
  - 3.4.3.3 Refer to Administrative Procedure 270 - Parent Directed Education for additional information.

Reference: Section 8, 21, 39, 45, 49, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12  
Administrative Procedure 270 – Parent Directed Education

## Administrative Procedure 220 – Appendix

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### Appendix - ALTERNATIVE EDUCATION INSTRUCTION PROTOCOL FOR ONLINE / VIDEO CONFERENCE STUDENTS

#### Rationale

Administrative Procedure 220 –Alternative Education, defines priorities for instructional delivery options available within the jurisdiction. Principals are charged with the authority and responsibility to determine whether student circumstances or programming logistics justify implementation of types of instruction other than direct instruction in regular classrooms in local schools. The intent of this protocol is to outline the expectations of the student receiving and teacher delivering a video conference or online course.

#### 1. The Role and Expectations of the Teacher in Online / Video Conference Education

As part of the instructional process, teachers perform a wide variety of tasks. The following list while not unique to online and video conference courses, does define a teacher's role utilizing this instructional method:

- 1.1 All online courses have assignments, tests and quizzes and teachers may choose to alter, substitute or supplement any of these components.
- 1.2 Provide course outlines to the student at the beginning of the course.
- 1.3 Develop schedules and due dates for students to follow.
- 1.4 Keep daily attendance (Home based students can use email for attendance) as per school policy.
- 1.5 Maintain regular contact with students and parents.
- 1.6 Maintain marks in the teacher's electronic grade book at their school. Student marks are available online through PowerSchool and available to be reported on school report cards.
- 1.7 Communicate grades and provide feedback to students on a regular and timely basis.
- 1.8 Maintain contact with the Principal of receiving schools.
- 1.9 Provide 20 minutes of each class for personalized student support through phone, Skype, hangouts, chat, etc.
- 1.10 Ensure daily student access to communications technology (through student or school owned devices).
- 1.11 Provide instruction appropriate for a video conference environment.
- 1.12 Arrange for access and distribution of learning materials.
- 1.13 Teach from each remote location at least twice per semester.

- 1.14 Supervision of the receiving students is the responsibility of the receiving school.
2. The Role and Expectations of the student in Online / Video Conference Education
  - 2.1 Understand the best ways to connect with your teacher during and outside of class (video conference, email, text, phone, Skype, hangouts, chat or other method) as described in the course outline.
  - 2.2 Ask your teacher when you have questions or concerns about your learning. This may be in class or outside of class (using methods described in the course outline).
  - 2.3 Be within audio and video contact at ALL time during class.
  - 2.4 Understand that inappropriate behavior or activity that interferes with teaching and learning in the classroom will not be tolerated and will result in removal from class and/or course.
  - 2.5 Attend every video conference class to ensure successful completion of this course.
  - 2.6 Arrive prepared - watch, read and/or print all required material (notes, videos etc) for each class.

Reference: School Act  
Administrative Procedure 220 – Alternative Education

## Administrative Procedure 240

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### GUIDANCE AND COUNSELLING

#### Background

It is important to assist all students through the provision of comprehensive guidance and counselling programs in each school. The programs address educational growth and development, personal/social growth and career growth and development. The programs involve developmental guidance instruction, counselling, consultation and coordination of activities and services that reflect the unique needs of each school community. They are to be an integral part of each school program and will be enunciated in each school's Counselling Program Plan.

The Division provides a 0.10 FTE staffing allocation for each school to be specifically designated as a counsellor. The school will match this allocation with at least an equal FTE for a minimum of 0.2 FTE counsellor position at each school site.

#### Procedures

1. School guidance and counselling programs are jointly developed and evaluated by staffs, parents and students and they reflect the unique needs of each school community.
2. School guidance and counselling programs are systematically planned, implemented and evaluated so as to ensure balanced, effective, sequential programs that meet the educational, personal, social and career goals of all students.
3. Provision of comprehensive guidance and counselling programs at the school level is a collaborative, cross-disciplinary task involving all members of the school staff. It is not the sole responsibility of the school counsellor. Ensuring that the programs are an integral part of the school's total educational program rests with each school administrative team.
4. The specific needs of the students and the expertise available in each school will influence the way in which activities and services are provided.
5. Implementation of a comprehensive guidance and counselling program is best directed by persons trained in counselling skills who have successful teaching experience. Their responsibilities include:
  - 5.1 Coordination of universal programs and activities that assist students in the development of personal, social, educational and career growth.
  - 5.2 Provision of counselling, support and guidance to students in their development of personal management skills.
  - 5.3 Provision of crisis counselling to those students in personal difficulty.

- 5.4 Development of partnerships with parents, individuals and agencies in the community, in support and assistance of the guidance and counselling programs.
6. Professional guidelines for psychological and counselling programs for students in schools are under the aegis of a registered psychologist within the Division.

Reference: Section 20, 39, 45, 60, 61, 113 School Act  
Freedom of Information and Personal Privacy Act  
Personal Information Protection Act  
Guide to Education ECS to Grade 12  
Comprehensive School Guidance and Counselling Programs and Services, 1997

## Administrative Procedure 250

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### eLIBRARY & LIBRARY PROGRAM

#### Background

Alberta's Goals of Basic Education identify a number of important educational outcomes that serve as a primary focus for developing programs and activities. The school library program can significantly impact the attainment of a number of these goals. Effectiveness is increased if library functions are directly integrated with the school's instructional program as a planned and purposeful learning strategy.

The Division is committed to providing students access to an effective, integrated library program supported by a wide range of carefully selected learning resources in paper and electronic formats.

#### Procedures

1. School library programs will be integrated with goals and objectives of the school's instruction program as set forth in the statement The Goals of Basic Education in Alberta.
2. Schools within the Division will adopt the Integrated School Library Program Model outlined by Alberta Education in their document, Transforming Canadian School Libraries to Meet the Needs of 21st Century Learners: Alberta Education School Library Services Initiative.
3. The Division will encourage the application of new technology, systems and/or procedures for improving the efficiency and effectiveness of school library programs.
4. The library program will be evaluated in accordance with Division program evaluation administrative procedures.
5. The Principal is responsible for ensuring the school library program operates in a manner consistent with the established goals and objectives.
6. The Principal, in consultation with the Associate Superintendent - Learning Services, will develop procedures relative to:
  - 6.1 Selection of materials;
  - 6.2 Weeding of materials; and
  - 6.3 Challenging of controversial materials.
7. The selection of learning resources will satisfy the Alberta Education statement on controversial issues in the classroom on such matters as Canadian content, family life education, sex stereotyping, special creation and similar issues which may cause significant parental concern.

8. The Principal and library personnel, in collaboration with classroom teachers, will plan together for the integration of the library program and classroom instructional program in their school.
9. The Principal will ensure that all library personnel are familiar with and comply with the [Black Gold Regional Division Library Handbook](#).

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12  
Black Gold Regional Division Library Handbook

## Administrative Procedure 251

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### CHALLENGE TO LEARNING MATERIALS

#### Background

Employees, students or parents may challenge the appropriateness of curriculum and instructional materials being used in the schools used in Division schools.

#### Procedures

1. The Division is responsible for the selection of materials purchased with public funds, other than those recommended by Alberta Education.
2. The decision to sustain a challenge will not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of learning resources materials.
3. The basic principles of the freedom to read, listen and view will be defended.
4. No parents have the right to determine reading, viewing, or listening matter for students other than for their own children.
5. Access to challenged material will not be restricted during the reconsideration process.
6. The major criterion for the final decision will be the appropriateness of the material for its intended use.
7. Upon receiving a complaint concerning a learning resource, there are three (3) stages in dealing with the challenge: Informal, Formal, and Appeal. A satisfactory resolution of the complaint may occur at any point in the process. The item in question will remain in circulation until a decision is reached.
8. Informal Reconsideration
  - 8.1 If a complaint is made, an attempt is to be made to resolve the matter informally at the school level.
  - 8.2 The Principal or designate will:
    - 8.2.1 Listen to the nature of the challenge.
    - 8.2.2 Explain the guiding principles involved in the selection of learning resources and the manner in which the learning resource in question is utilized in the school; or
    - 8.2.3 The Principal may form a committee of the Principal or designate, teacher/teacher-librarian and a parent from the community to reach a decision on the resource.

- 8.2.4 The Principal or designate will discuss the decision with the parent.
  - 8.3 An individual parent may submit a written request to the Principal to restrict access to his/her child of a given learning resource.
  - 8.4 If unresolved at this stage, proceed to Formal Reconsideration.
9. Formal Reconsideration
- 9.1 The complainant may pursue a formal reconsideration, by completing a Request for Reconsideration of a Learning Resource Form and forwarding it to the Principal.
  - 9.2 The Principal will forward copies of the completed Request for Reconsideration of Learning Resources Form to the Associate Superintendent - Learning Services.
  - 9.3 The request for reconsideration will be referred to a Reconsideration Committee composed of:
    - 9.3.1 The Associate Superintendent - Learning Services,
    - 9.3.2 The Principal,
    - 9.3.3 The Division teacher-librarian or school library staff,
    - 9.3.4 One (1) parent or member of the community chosen by the Principal,
    - 9.3.5 Student representation at the discretion of the Principal.
  - 9.4 The reconsideration Committee will examine the challenged learning resource based upon the information included in the Reconsideration of Learning Resources Form
    - 9.4.1 Reconsideration of Learning Resources Form
  - 9.5 The Reconsideration Committee will:
    - 9.5.1 Be allowed time to meet and review to complaint, the item in question, critical reviews of the resource, and any other pertinent information.
    - 9.5.2 When appropriate, discuss the challenged item with the individual complainant to clarify the basis of the challenge.
    - 9.5.3 Form opinions based on the material as a whole rather than on words, passages, or sections taken out of context.
    - 9.5.4 Reach a decision.
    - 9.5.5 Inform the complainant of the Committee's decision.
10. Appeal
- 10.1 The complainant may appeal any decision of the Reconsideration Committee directly to the Superintendent.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12

Form: Request for Reconsideration of a Learning Resource

## Administrative Procedure 260

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### STUDENT EXCURSIONS

#### Background

Student excursions are organized educational activities that occur away from the school in which the participants are enrolled. Whether co-curricular or extra-curricular, these excursions provide students with learning opportunities beyond those that can be offered within the school.

#### Definitions

Co-Curricular Excursions are organized educational activities selected because of a connection to one (1) or more subjects of study e.g. a field trip to the museum. The purpose is to reinforce or extend student knowledge, skills or attitudes being developed within the school setting.

Extra-Curricular Excursions are organized student activities selected because of a connection to broader educational goals of a social, sports-related or cultural nature e.g. a school team travelling to a basketball tournament.

#### Procedures

1. The safety and well-being of students is of paramount importance and excursions must be adequately supervised, taking into consideration factors such as:
  - 1.1 The number and age of the participants,
  - 1.2 The type of activities; and
  - 1.3 The duration of the excursion.
2. A thorough review of risks associated with the destination, as well as travel to and from it, must be conducted for each proposed student excursion.
  - 2.1 Should circumstances related to the safety and well-being of students change, prior approval(s) may be withdrawn.
3. Each Principal will maintain a student excursions program which is educationally accountable, fiscally responsible, effectively and efficiently managed, and equitable in relation to the learning interests and needs of all students.
4. The Principal or designate, after consulting with staff members, the School Council, and others, will provide educational leadership and administrative direction over the school's student excursions program.
5. Eligible students who are not participating in an excursion which occurs during school hours will be provided with meaningful in-school activities.

6. Under usual circumstances, elementary students will be restricted to excursions within Alberta and junior high students to excursions within Canada.
7. It is the responsibility of the Principal to ensure that appropriate insurance liability coverage is in place prior to the student excursion.
  - 7.1 For international travel, appropriate medical insurance must be confirmed.
8. A file containing all supporting documentation for each student excursion must be maintained at the school.
  - 8.1 The following forms need to be completed for each student excursion
    - 8.1.1 Student Excursion – Approval in Principle Form
    - 8.1.2 Student Excursion – Final Approval Form
    - 8.1.3 Student Excursion – Parent Approval Form
  - 8.2 The Principal will submit a copy of the signed Student Excursion - Final Approval Form and supporting documentation for all student excursions of any duration.
9. Parents and students are to be made aware that School Act sections regarding student behaviour also apply to student excursions.
10. In order for any student to participate in an excursion off school property the parent must provide written permission including completion of the appropriate informed consent and transportation forms (Student Excursion – Parent Approval Form).
11. The mode of student transportation must be approved in writing by the designated authority (refer to Appendix).
12. Supervision
  - 12.1 A school bus used for a student excursion will be staffed with at least one (1) of the designated adult supervisors. This supervisor will be responsible for monitoring the behaviour of the students riding the bus.
  - 12.2 An overnight excursion involving both male and female students requires at least one (1) male and one (1) female supervisor.
  - 12.3 Each volunteer accompanying a student excursion must complete a Volunteer Registration Form as indicated in Administrative Procedure 490 – School Volunteers.
  - 12.4 Each volunteer accompanying an overnight student excursion of any duration will require a current (within 12 months) Criminal Record Check and Child Intervention Record Check as indicated in Administrative Procedure 490 – School Volunteers.
  - 12.5 Copies of the Criminal Record Checks and Child Intervention Record Checks are to be sent to the Associate Superintendent - Learning Services prior to students leaving on the applicable field trip.

13. No commitment will be made to students, parents, transportation authorities, travel agents, etc. until approval in principle has been received from the appropriate approving authority (refer to Appendix).
14. Approval in principle does not imply final approval. In considering final approval, the following criteria will be used by the approving authority:
  - 14.1 Expressed educational value of the excursion.
  - 14.2 Evidence of thorough planning and appropriateness of activities.
  - 14.3 Evidence that appropriate liability insurance has been obtained.
  - 14.4 Suitability of proposed supervision.
  - 14.5 Suitability of proposed travel and accommodation arrangements.
  - 14.6 Appropriate financial plan identifying proposed sources of funding.
  - 14.7 Parents will be offered the choice to organize and participate in a fundraising effort to off-set some or all of the cost of the trip for their child.
  - 14.8 Evidence of written informed consent from parents.
  - 14.9 Appropriateness of plans for non-participants.
  - 14.10 Impact on the regular program caused by student and teacher absence during the excursion.
15. For any excursion which requires approval from the Board, the Principal is responsible for filing a written follow-up report with the Associate Superintendent - Learning Services.
16. For excursions requiring fundraising, the Approval for Fundraising Form must be completed.
17. For any student excursion which required fundraising or fee payment by the participants, there will be a financial accounting to the Associate Superintendent - Learning Services and to the parents of the participants within thirty (30) days of the completion of the excursion.
18. The Division is not responsible for any financial shortfall associated with a student excursion.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
 Guide to Education ECS to Grade 12  
 Safety Guidelines for Physical Activity in Alberta Schools  
 Safety Guidelines for Secondary Inter-School Athletics in Alberta  
 Physical Education Safety Guidelines  
 Administrative Procedure 490 – School Volunteers  
 Student Excursion Manual (located on Division website – under construction)

Form: Student Excursion Manual (located on Division website – under construction)  
 Student Excursion – Approval in Principle  
 Student Excursion – Final Approval  
 Student Excursion – Parent Approval  
 Volunteer/Volunteer Coach Registration and Confidentiality  
 Approval for Fundraising

## Administrative Procedure 260 – Appendix

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### Appendix - STUDENT EXCURSIONS APPROVING AUTHORITIES

All excursions require prior written approval from the designated authority as indicated in the following charts.

DURATION	DESTINATION	APPROVING AUTHORITY	DEADLINE FOR REQUEST FOR APPROVAL IN PRINCIPLE	DEADLINE FOR REQUEST FOR FINAL APPROVAL
3 school days or less	Within Alberta	Principal	Determined at School	Determined at School and filed with Associate Superintendent-Learning Services
3 school days or less	Outside Alberta but within Canada	Associate Superintendent -Learning Services	Submitted 6 months prior to proposed date of departure	Submitted 1 month prior to date of departure and filed with the Board
More than 3 school days	Within Alberta	Associate Superintendent -Learning Services	Submitted 3 months prior to proposed date of departure	Submitted 1 month prior to date of departure and filed with the Board
More than 3 school days	Outside Alberta but within Canada	Board	Submitted 6 months prior to proposed date of departure	Submitted 3 months prior to date of departure
Any length of time	Outside Canada	Board	Submitted 10 months prior to proposed date of departure	Submitted 3 months prior to date of departure

It should be understood that longer duration (with its potential impact on instructional time) and/or greater distance (with its potential impact on associated risks) will require increased evidence of alignment with curricular objectives.

Exceptions to the deadlines may occur at the discretion of the approving authority.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
 Guide to Education ECS to Grade 12  
 Safety Guidelines for Physical Activity in Alberta Schools  
 Safety Guidelines for Secondary Inter-School Athletics in Alberta  
 Physical Education Safety Guidelines  
 Student Excursion Manual (located on Division website – under construction)

## Administrative Procedure 265

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### PROVINCIAL, NATIONAL OR INTERNATIONAL COMPETITIONS

#### Background

The Board of Education recognizes that students, who earn the right to represent the Division at provincial, national or international competitions beyond the local level, may incur expenses related to registration fees, travel, and accommodation. The Board will recognize these students' achievement by providing them with financial support to offset these expenses.

#### Procedures

1. If an individual, team or troupe earns the right, through competition, to represent their school or the Division at a provincial, national, or an international level of competition, the Principal of the school will apply to the Associate Superintendent, Business and Finance for funding and provide the following information:
  - 1.1 Name of the team or individual
  - 1.2 The type of competition
  - 1.3 Location of the competition
  - 1.4 Receipts for the payment of registration fees, travel costs and accommodation. Meals are not expenses eligible for Board support.
2. The Board has authorized the Associate Superintendent, Business and Finance to reimburse the school the following amounts to cover expenses of an individual, team or troupe.
  - 2.1 Up to \$1000 for provincial competition
  - 2.2 Up to \$2000 for national competition
  - 2.3 Up to \$3000 for international competition
3. The Board's financial support is intended to assist with student expenses and may not be used to cover the expenses of chaperones.
4. A school may submit only one application for reimbursement per individual / team / troupe per level of competition per year.
5. The Associate Superintendent, Business and Finance will inform the Board of individuals, teams or troupes who are awarded the funds.

6. Individuals, teams or troupes who attend a competition provincially, nationally or internationally through invitation rather than competition are not eligible for this assistance.

## Administrative Procedure 270

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### PARENT DIRECTED EDUCATION

#### Background

The Board has a responsibility to provide educational services and instruction to students residing within the area served by the Division. The learning needs of resident students are served best by professional educators in Division schools.

However, the Division, in compliance with the School Act, recognizes the right of parents to educate their child/children at home.

#### Definition

A *Division Parent Directed Student* is defined as a student who meets the requirements of the Home Education Regulation (A.R. 145/2006) and who receives more than one-half of his/her schooling program at home with instructional support and supervision provided by Division personnel.

#### Procedures

1. The parents providing the Parent Directed Education will administer and manage the Parent Directed Education.
2. Parents who intend to home educate their child/children must complete the prescribed Notification Form and forward it to the Associate Superintendent – Learning Services or designate prior to August 15 of each school year. The Home Education Regulation Notification form is located on the Alberta Education website.
3. If the Parent Directed Education is to begin during the school year, the prescribed Notification Form must be forwarded to the Division fifteen (15) days prior to the withdrawal of the student from school.
4. The proposed Parent Directed Education must:
  - 4.1 Be prescribed, authorized or approved by the Minister, or
  - 4.2 Comply with Learning Outcomes for students receiving Parent Directed Educations that do not follow the Alberta Programs of Study.
5. In response to the Notification Form, the Associate Superintendent – Learning Services or designate will confirm in writing to the parents by August 30 or within fifteen (15) days, whichever is sooner, if the Division agrees to supervise the Parent Directed Education.

6. The Division will pay up to fifty percent (50%) of the funding received on behalf of a student for study materials or to reimburse the parents for study materials (refer to Appendix).
  - 6.1 This reimbursement covers only appropriate costs incurred for instructional materials and verified with receipts.
7. A student registered in the Division's Parent Directed Education may have access to a Division school, provided such access is not disruptive to the program of the school. Such access must be arranged with the Principal, and the parents may be required to provide supervision.
8. In accordance with the Home Education Regulations, the Division or parent may terminate participation in the Parent Directed Education.
9. Evaluation
  - 9.1 The Learning Services Coordinator – Home Based will visit students and parents in the home, at Division Office, or at the local school a minimum of two (2) times per school year and complete a written report for each visit. As well, the Learning Services Coordinator – Home Based will regularly contact parents to review student achievement.
  - 9.2 Parent Directed students in grades 3, 6 and 9 will write the Provincial Achievement Tests. The Learning Services Coordinator – Home Based will advise parents of the time and location for their child's tests.
  - 9.3 If a student is recorded as having demonstrated that he/she has not met acceptable provincial standards, the Division will assess the student to determine the student's level of achievement in that subject.
10. If the Division administers and manages a program where the student is learning at home, the student is an Out-of-School Program student as defined by Administrative Procedure 220 –Alternative Education.
11. If appropriate resources are available, the Division will agree to act as a willing non-resident Board for Parent Directed students residing within a reasonable distance from a Division school.

Reference: Section 8, 29, 39, 45, 123, 124, 125 School Act  
Home Education Regulation 145/2006  
Guide to Education ECS to Grade 12  
Home Education Handbook  
Administrative Procedure 220 – Alternative Education  
Alberta Education Home Education Regulation – Notification Form

## Administrative Procedure 270 – Appendix

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### Appendix - PARENT DIRECTED FUNDING PROCESS

Section 23 of the School Act, Home Education Regulation 145/2006, recognizes and reaffirms the parents' right to provide a Parent Directed Education for their child within the parameters of provincial policy, regulation and procedures. Parent Directed must be based either on a program that is prescribed, authorized, or approved by the Minister of Education under Section 25(1)(a), (b), or (d) of the School Act, or on a program designed by the parent, that is consistent with the student learning outcomes listed in the Schedule of Home Education Regulations.

Students are required to write grade 3, 6 and 9 Provincial Achievement Tests/Student Learning Assessments or an "alternative evaluation that reflects standards similar to the Provincial Achievement Tests and that meets the student learning outcomes prescribed in the Schedule of the Home Education Regulations". Permission for alternative testing will only be granted where the student's program was not prescribed, authorized and approved (that is, did not follow the Alberta Curriculum for that grade level).

A written report of the progress of the student is compiled, signed by the Learning Services Coordinator – Home Based and filed in the student's cum record. A written report is created after a Home Visit in the Fall and Spring of each school year.

Funding for Parent Directed students is set by Alberta Education. Fifty percent (50%) of the funding is available to each Parent Directed student as reimbursement for the purchase of resources to support the chosen program of study, upon submission of receipts, according to the following conditions:

- Original receipts.
- Funding will be calculated as a family total, balancing per student program costs.
- Personal remuneration, travel costs or other expenses usually required to be paid by the parent of a student enrolled in school are excluded from reimbursement.
- All non-consumable supplies are the property of the Division and must be returned when they are no longer required for the program, or when the student ceases to be registered with the Division.
- The cost of replacing non-consumable supplies that are not returned will be invoiced back to that family.
- If Alberta Distance Learning Centre material is chosen, the fifty percent (50%) portion of funding grant available to each Parent Directed student will be used firstly to pay for these materials.
- Funding may be reimbursed on a prorated basis. All requests for reimbursement must be received prior to May 30 of that school year. Money will not be carried forward to the next school year.

- Reimbursements are made only for costs to the parent for programs of study or instructional materials.

Students who are less than twenty (20) years of age as of September 1 qualify for funding.

There is no additional funding for Special Needs students.

A student may register in a blended program in which the in-school program is at least fifty percent (50%) of the student's program in grades 1 to 9 and at least twenty percent (20%) of the student's program in grades 10-12 as per Funding Manual for School Authorities.

A non-blended Parent Directed student may only participate in school and extra-curricular activities at the discretionary approval by that school's Principal.

Parents/guardians and/or school administrators who want more information on Parent Directed may contact the Learning Services Coordinator – Home Based.

Reference: Section 23, 25, School Act  
Schedule of Home Education Regulations

## Administrative Procedure 280

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### PROGRAM EVALUATION

#### Background

Program evaluation provides reliable insights into the quality and effectiveness of the Division's instructional efforts. It also serves to acknowledge the Division's obligation to be accountable to the public for the quality of education provided for students as well as its obligation to ensure that all programs are being offered in accordance with the provincial program of studies.

Division programs will be periodically evaluated to ensure that program objectives are pursued and achieved in an effective and efficient manner.

#### Procedures

1. The major purposes for program evaluation are to:
  - 1.1 Ensure that program objectives and delivery are consistent with student needs.
  - 1.2 Identify program strengths as well as areas requiring improvement.
  - 1.3 Recommend deletion, modification or continuation of program components as required.
2. Criteria used to evaluate program effectiveness include:
  - 2.1 Adherence to Alberta Education curriculum guidelines and Division requirements.
  - 2.2 Appropriateness and availability of resources to support program delivery.
  - 2.3 Suitability and variety of learning activities in which students are engaged.
  - 2.4 Degree of integration with other programs.
  - 2.5 Quality of long-range, unit and daily plans.
  - 2.6 Articulation between and among grades.
  - 2.7 Provisions made to accommodate individual student needs.
  - 2.8 Suitability of student evaluation procedures.
  - 2.9 Quality of in-service and professional development programs offered in support of program development/implementation.
  - 2.10 Results achieved by students.
3. External program evaluations may be conducted by Alberta Education at the request of the Division.

4. Program evaluations may be conducted at the school or Division level or as part of an overall school review.
5. Each Principal is responsible for monitoring and evaluating the quality of programs in the school.

Reference: Section 18, 20, 39, 60, 61, 77, 78, 113 School Act  
Guide to Education ECS to Grade 12  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide

## Administrative Procedure 281

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### ESTABLISHING AND TERMINATING PROGRAMS

#### Background

A variety of program choices can enhance learning opportunities for students.

#### Definitions

School Programs are those programs which are established to serve the needs of students from within the regular designated attendance area of the respective schools.

Division Programs are those programs which are established by the Division at specific school sites to serve the needs of students from areas larger than the regular designated attendance area of those schools.

#### Procedures

1. When consideration is being given to the addition or deletion of school programs, the Principal, will address the following criteria:
  - 1.1 The value of the program to the community.
  - 1.2 The educational value of the program.
  - 1.3 The impact on other programs within the school.
  - 1.4 Possible impact on sending or receiving schools.
  - 1.5 The viability and cost of the program.
  - 1.6 Availability of resources, including staff.
2. Program additions or deletions must be approved by the Associate Superintendent - Learning Services.
3. When Division programs are being established or deleted, the Associate Superintendent - Learning Services, or designate, may consider the following criteria:
  - 3.1 The age and grade of the students.
  - 3.2 The educational value of the program.
  - 3.3 Utilization rates.
  - 3.4 Implications for transportation.
  - 3.5 Impact on existing programs.

- 3.6 The viability and cost of the program.
- 3.7 Availability of resources, including staff.

Reference: Section 18, 20, 39, 60, 61, 77, 78, 113 School Act  
Guide to Education ECS to Grade 12  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide

## Administrative Procedure 290

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### RESEARCH STUDIES

#### Background

The Division recognizes its responsibility to share educational experiences and provides opportunities for individuals to interact with the system and its schools.

#### Procedures

1. All applications to undertake research projects or surveys within the school system or to obtain assistance from the system with respect to studies or research projects will be submitted to the Superintendent.
2. After due consideration and applying the criteria identified, an application will, depending upon its nature be approved or denied.
3. Research projects undertaken by or for the system will be conducted and/or coordinated by the Superintendent or designate.
4. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent or designate, the guidelines established for the study have been violated.
5. Research studies will be approved and conducted according to the following procedures.
  - 5.1 All applications will be satisfactorily completed at least one (1) month in advance of the study and must be submitted to the Superintendent. Timelines shorter than one (1) month will be considered if extenuating circumstances exist.
  - 5.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent.
  - 5.3 Upon completion of the study, the researcher will be required to submit to the Superintendent, if available, a complete report plus an abstract describing the project and the findings.
  - 5.4 The following criteria will be used by the Superintendent or designate in considering research studies:
    - 5.4.1 The study will have recognizable value to the Division and/or to education in general;
    - 5.4.2 Any external study will have had to have passed an ethics review.
    - 5.4.3 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students or parents;

- 5.4.4 The involvement of students or teachers does not require an unreasonable amount of time;
  - 5.4.5 The willingness of school staff to participate is at the discretion of the Principal
  - 5.4.6 The number of research studies planned or underway in the Division; and
  - 5.4.7 Preference for approval will be given to Division staff.
6. The Superintendent or designate will, when necessary, ensure that the contents of a study are held in confidence.

Reference: Section 20, 60, 61, 113, 116 School Act