

INSTRUCTIONAL PROGRAMS & MATERIALS 200

Administrative Procedure 200

SUPERINTENDENT'S SCHOLARSHIP

Background

The purpose of this scholarship is to encourage students to acquire more credits during their high school years. In addition to increased credit attainment, the scholarship will provide an opportunity for scholarships to students who may not meet the academic level for other scholarships but demonstrate strong work ethic and character.

This scholarship would be paid directly to the student rather than a post-secondary institution, and it will not be awarded until the fall of the graduating year when students' marks are submitted to the District office by the student. Therefore the scholarship would not be awarded at the May or June High School Graduation ceremonies.

Guidelines

In an effort to celebrate student achievements, the Superintendent Awards will reward students who achieve 120+ credits during their high school career. Scholarships will be awarded based on the following grid:

Credits Earned Scholarship Amount

120 to 129	\$500
130 to 139	\$750
140+	\$1,000

Procedures

1. Students who qualify to receive a scholarship must demonstrate a commitment to learning through their willingness to complete more than the required 100 credits from Grade 10 to 12. An application package must be submitted before the end of June which would respond to the following criteria:
 - a. Up to seven semesters can be used for credit accumulation.
 - b. Four semesters, including the senior year, must be completed in Grande Prairie and District Catholic Schools and students must meet the District's and Alberta Education's graduation requirements.
 - c. Students must achieve a minimum of 120 credits; the award value will increase incrementally at 130 and 140 credits.
 - d. Qualifying credits must reflect a 60% minimum average.
 - e. Students must include an endorsement letter provided by the principal indicating the student has met the award criteria and is in good standing.
 - f. The student must include proof of registration at a post-secondary institution.
 - g. Students must provide a cover letter and grad photo with their application.
 - h. Students must provide their Social Insurance Number in their application letter. Cheques cannot be issued without this information.

2. Announcements will be placed in the local papers to identify the scholarship recipients; which will include a photo of each student (where possible and under “Policy 9.82 Freedom of Information and Protection of Privacy”) and the criteria of the scholarship.

Reference: Section 60, School Act

Administrative Procedure 201

STUDENT PROGRAM PLACEMENT

Background

Children are more successful learners if educators and parents/guardians agree on their program placement; therefore, decisions regarding student program placement will be a professional responsibility, unless the parent/guardian can demonstrate just cause for an alternate placement.

Procedures

1. In-school student placements will be teacher-initiated and Principal-approved while inter-school and inter-system student placements will be approved by the Superintendent, after seeking the recommendation of the school Principal.
2. For the purpose of ensuring adherence to the principles of fundamental justice, an appeal structure will be provided for parents/guardians who dispute system-initiated placement decisions affecting students (see Board Policy 13—Appeals and Hearings Regarding Student Matters).
3. Where the student involved has special needs, the specific mechanism for lodging an appeal shall be through a Special Needs Tribunal, as outlined in the School Act.
4. All appeals regarding student placement shall be in writing, stating reasons for the appeal. This shall be submitted to the Principal of the school, with a copy to the Superintendent for information.

Reference: Section 48, 123, School Act
Policy 1.6.1, Educational Placement of Students with Special Needs
Policy 1.6.2, Special Education
Guide to Education, ECS to Grade 12

Cross-References: Board Policy 13 – Appeals Regarding Student Matters
Vice

Administrative Procedure 202

INSTRUCTIONAL HOURS

Background

All Principals have a professional responsibility to ensure that each course is allocated the correct time allotment as specified in the Guide to Education and revised by this procedure. A Principal can increase Instructional Hours for all staff beyond the minimum 950/1000 hr allocation, providing it is increased for all staff members in the school.

Kindergarten

All schedules are to be initially submitted to the Office of the Superintendent by June 30th. Revisions are submitted by September 10th.

Procedures

1. The following guideline will assist Principals in allocated the correct amount of hours:

- a. **Kindergarten.** Minimum 475 hours/year. The Guide to Education notes that recess, lunch breaks, and transition time can no longer be counted as instructional time. Scheduled home visits, according to the criteria outlined in the Guide, may only be included in the calculation of the total number of hours for students in the Program Unit Funding (PUF) program.

- b. **Grades 1-2.** Minimum 950 hours/year. 185 Instructional Days. 1550 min/week (includes early dismissal). 309 min/day. 186 Instructional Days = 308 min/day. 183 = 314 min/day

Subject Area	Hours/year (AB Ed.)	Minutes/wk (District - approximate)	Minutes/day (District -approximate)
English Language Arts	300 (~30%)	500	100
French Language Arts (Immersion)	300 (~30%)	500	100
Math	150 (~15%)	250	50
Science	100 (~10%)	150	30
Social Studies	100 (~10%)	150	30
Religion	100 (~10%)	150	30 Scheduled every day
Art	50 (~5%)	50	Not scheduled every day
Music	50 (~5%)	100	Not scheduled every day
Physical Education & Health	100 (~10%)	150	30
Unassigned Time (time preferably allocated to Language Arts or Math)	50 (~5%)	50	Not scheduled every day

- c. **Grade 3.** Minimum 950 hours/year. 185 Instructional Days. 1550 min/week (includes early dismissal). 309 min/day. 186 Instructional Days = 308 min/day.

Subject Area	Hours/year (AB Ed.)	Minutes/wk (District)	Minutes/day
English Language Arts	250 (~25%)	450	~ 90
French Language Arts/ English Language Arts (Immersion)	350 (~35%)	450	~ 90
Math	150 (~15%)	250	50
Science	150 (~15% but 10% for Immersion)	250 or 150 in Immersion	50
Social Studies	100 (~10%)	150	30
Religion	100 (~10%)	150	30 Scheduled every day
Art	50 (~5%)	50	Not scheduled every day
Music	50 (~5%)	100	Not scheduled every day
Physical Education & Health	100 (~10%)	150	30
Unassigned Time	0	0	

- d. **Grade 4-6.** Minimum 950 hours/year. 185 Instructional Days. 1550 min/week (includes early dismissal). 309 min/day. 186 Instructional Days = 308 min/day.

Subject Area	Hours/year (AB Ed.)	Minutes/wk (District)	Minutes/day
English Language Arts	250 (~25%)	400	~ 80
French Language Arts/ English Language Arts (Immersion)	350 (~35%)	400	~ 80
Math	150 (~15% but 10% for Immersion)	250 or 150 for Immersion	50
Science	150 (~15%)	200	Not scheduled every day
Social Studies	100 (~10%)	150	30
Religion	100 (~10%)	150	30 Scheduled every day
Art	50 (~5%)	50	Not scheduled every day
Music or Band	50 (~5%)	100	Not scheduled every day
Physical Education & Health	100 (~10%)	150	30
Second Language - French	75 (~5%)	100	Not scheduled every day

- e. **Grades 7-9.** Minimum 950 hours/year. 185 Instructional Days. 1550 min/week (includes early dismissal). 309 min/day. 186 Instructional Days = 308 min/day.

Subject Area	Hours/year (AB Ed.)	Minutes/wk (District)	Minutes/day
English Language Arts	150 (~15%)	300	
FLA/ ELA (Immersion)	250 (~25%)		
Math	100 (~10%)	250	
Science	100 (~10%)	200	
Social Studies	100 (~10%)	200	
Religion	100 (~10%)	150	Preferable to schedule every day
Physical Ed. & Health Life Skills	Phys Ed 75 Health 50 (total ~15%)	200	Preferable to schedule every day
Complimentary Courses (Music/Band, CTS, French (mandatory Grade 7))	150 (~15%)	200	
Unassigned Time (preferably scheduled to LA or Math)		50	Not scheduled every day

- f. **Grades 10-12.** Minimum 1000 hrs/yr, not including transition time to classes (see “j” below).
- g. **Daily Physical Education.** The goal of DPA is to increase students’ physical activity levels. On days where there are scheduled Physical Education classes (30 minutes), these classes are an appropriate strategy to meet the daily physical activity requirement. On days where a Physical Education class is not scheduled, Principals may include 2 – 15 minute structured recesses and/or noon hours as DPA. Daily Physical Activity is designed to be integrated into other subject areas and not scheduled as a “class”. In high schools where Physical Education 9 is semestered, this will fulfill the DPA requirement for the year. Schools wishing to schedule DPA as a class are required to increase their instructional year beyond 950 hours.
- h. **Drop Everything and Read (DEAR) time.** If schools wish to incorporate a 10-15 minute DEAR time as part of a focused and structured Language Arts class, it is critical that students receive instructional strategies to assist them to respond to print materials during this time.
- i. **Instructional Time Does Not Include:**
- Teacher convention
 - Professional development days
 - Parent-teacher interview days
 - Staff meetings
 - Statutory and school authority-declared holidays
 - Lunch breaks
 - Breaks between classes

- Recesses
- Time taken for the registration of students
- Extracurricular activities

In addition, in Kindergarten, staggered entry does not count as instructional time if the instructional year is only 475 hours

i. **Summer, Weekend, or Evening Courses after 6 PM.** School must provide access to instruction for at least 16 hours/credit instead of the minimum 25 hours/credit.

2. Preparation Time.

- a. In elementary schools full time teachers will be allocated up to 100 minutes/week of preparation time. Part time teachers will be allocated prep time or paid for preparation time based on a percentage of their instructional time. The typical teacher will teach a minimum of 1450 min/week out of a total minimum of 1550 min/week.
- b. Teachers are required to remain in the school during their preparation time, unless the teacher's time table does not allow this to happen and it has the approval of the Principal and Superintendent of Schools.
- c. In schools where 1000 hours of instruction is offered, teachers will be allocated approximately 120 minutes of preparation time.
- d. Typically Music/Drama or Physical Education will be used as preparation time for the classroom teacher.

Reference: Guide to Education, ECS to Grade 12
 Alberta Education Funding Manual
 Reviewed: April 2009

Administrative Procedure 205

CONTROVERSIAL ISSUES

Background

Controversial issues are those topics which are publicly sensitive and upon which there is no consensus of values or beliefs. By their nature, they generate diverse opinions and debate on the distinctions between right and wrong, justice and injustice, and on interpretations of fairness and tolerance. They include topics on which reasonable people may genuinely disagree.

Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to make sound judgments.

The following procedures shall govern the discussion of such issues in schools.

Procedures

1. Students in classrooms shall not be ridiculed or embarrassed for positions which they hold on a particular issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.
2. In order for students to make sound judgments and draw intelligent conclusions, information regarding controversial issues shall:
 - 2.1 Be of an informative nature;
 - 2.2 Represent alternative points of view;
 - 2.3 Ensure that teachers guard against expressing their personal opinions as fact;
 - 2.4 Appropriately reflect the maturity, capabilities and educational needs of the students and the program of studies for a course;
 - 2.5 Reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts;
 - 2.6 Reflect the requirements of the course, if applicable, as stated in the Program of Studies; and
 - 2.7 Reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.
3. Teachers, administrative staff, students and parents shall have a voice in determining:
 - 3.1 The controversial issues to be studied;
 - 3.2 The texts and other materials to be used; and

- 3.3 The manner in which such issues are dealt with in the classroom.
4. The content of any controversial issues taught in the classroom shall be consistent with the teachings of the Magisterium of the Catholic Church.
 5. Under normal circumstances, the professional staff will resolve the issues should they arise.
 6. Should there be any critical problems, the Superintendent or his/her designate, may give general directions as to the treatment of the issues in the local classrooms after careful investigation and study.
 7. Unless the matter under discussion is of an emergent nature arising within the context of a particular class, students and/or their parents/guardians should be advised ahead of time that a particular issue which may be sensitive to some individuals is to be dealt with in the course. Under such circumstances, a student or his/her parent/guardian presenting a reasoned argument for absencing him/herself from discussing that topic shall be allowed to do so.
 8. No student shall be allowed to absent themselves under this administrative procedure from any section of a course approved as 'core' by Alberta Education or the Board.
 9. Where a student is permitted to withdraw because of parental discretion or because of personal belief, such withdrawal shall not adversely affect any mark or grade he/she received for the course.
 10. Students who are absented from certain programs or from certain parts of a course are expected to remain in school, and will undertake other tasks assigned by the teacher during that period.

Reference: Section 39, 60, School Act
Alberta Bill of Rights RSA 2000, Chapter A-14
Canadian Charter of Rights and Freedoms, Constitution Act 1982
Guide to Education, ECS to Grade 12

Administrative Procedure 206

HUMAN SEXUALITY

Background

The Human Sexuality components of provincial curriculum will be taught in District schools, subject to the following administrative procedures.

Procedures

1. Prior to offering any part of the Human Sexuality component to students, Principals must provide parents an opportunity to become familiar with the curriculum and resources to be used.
2. Parents shall be given the choice as to whether or not to have their children participate in the program.
3. Suitable educational alternatives will be provided by the school for those children who do not participate.
4. The selection of the teacher for this strand will be done with sensitivity.
5. The use of community resource personnel (e.g. Health Unit) trained or knowledgeable in this area is encouraged.
6. Any changes or additions to the approved Human Sexuality strand must receive written approval from the Superintendent.

Reference: Section 60, School Act
Ministerial Directive 4.1.2 – Human Sexuality Education
Guide to Education ECS to Grade 12

Administrative Procedure 207

RELIGIOUS STUDIES

Background

The right of the Church to educate and the authority to teach the faith rests with the Bishop of a particular diocese. He shares this authority with his co-workers, priests, and the teachers in diocese schools.

Formal religious instruction is essential to achieving the purpose for which Catholic schools exist. Gospel values shall permeate all religious courses offered to District students.

Procedures

1. All students shall take religious education classes. In Senior High School, the Principal may exempt a student, if the taking of religious studies would prevent the student from qualifying for a high school diploma.
2. Students who are not of the Catholic faith may be admitted to Catholic schools on the condition that they will be enrolled in the religious education classes, including sacramental preparation, and will be present for other religious celebrations which are arranged for all students and staff.
3. At the beginning of each school year, the Parish will appoint a Chaplain for each school in the District. Chaplains are welcome in classrooms at all times.
4. Objectives prescribed for the purpose of religious instruction will be as approved by the Diocesan Authorities in conjunction with the Superintendent.
5. All teachers shall be advised at the time of recruitment that they must be willing to provide instruction in religious education and be prepared to participate in staff development activities where appropriate.

Reference: Section 50, School Act
Guide to Education, ECS to Grade 12

Administrative Procedure 210

EARLY CHILDHOOD SERVICES

Rationale

In Grande Prairie and District Catholic Schools, we believe that early childhood is a critical period in human development in which the foundation is laid for all subsequent learning experiences. Our vision is to ensure that early learning experiences in school contribute positively to the young child's future learning experiences and their future participation in society. We view effective early childhood programs as learning environments and experiences that not only prepare a child for entry into grade one, but also provides the foundation for life success. The primary purpose of our early childhood programs is to provide experiences that are developmentally appropriate within a faith-based community in order to meet the diverse needs of all the children and promote a positive attitude toward learning and relationships for a lifetime. We believe that children who have all developmental needs met in a safe and supportive environment are more likely to grow into a self-reliant, responsible, caring and contributing members of society.

Philosophy

Early childhood programs in Grande Prairie and District Catholic Schools follow the six principles as outlined in the framework for Kindergarten Programming:

1. Young children learn best when programming meets their developmental needs.
2. Young children develop knowledge, skills and attitudes that prepare them for later learning.
3. Young children with special needs, through early intervention strategies develop the knowledge, skills and attitudes that prepare them for later learning.
4. Young children build a common set of experiences through interaction with others.
5. Parents have the opportunity for meaningful involvement in the education of their young children.
6. Coordinated community services meet the needs of young children and their families.

Definitions

1. "Early Childhood Program" refers to either Junior Kindergarten or Kindergarten programs.

Guiding Principles of Early Childhood Programs

1. Young children learn to grow in and live out their faith through both the use of constructed experiences and of existing special moments throughout their day that encourage them to see the “traces of God” in all their experiences.
2. Effective early childhood programs provide positive and authentic learning experiences that foster the interconnections among children’s spiritual, physical, intellectual, creative, emotional, and social development.
3. Learning through play is central to the development of young children and is an essential learning format in early childhood classrooms. As such, programs for young children should nurture children’s innate joy in learning and provide regular opportunities for movement.
4. Literacy development is an essential part of all components of the early childhood day recognizing that oral language development is the foundation of all literacy learning and must be continually fostered.
5. Young learners require programs that follow developmentally appropriate principles with age appropriate materials and activities in order for true and meaningful learning to occur.
6. A low student to teacher ratio is essential to enable developmentally appropriate practices in the early childhood setting.
7. Young children require multiple opportunities to interact and develop relationships with their peers and with adults in order to create a community of learners.
8. Young children need an adult to model and facilitate the skills, behaviors and attitudes necessary for success within the classroom and school environment.
9. Effective early childhood programs require collaborative approaches among teachers, parents, school support personnel and community agencies.
10. Teachers in early childhood programs must have high expectations for the success for all children while also respecting and supporting the diverse ways that children grow and learn. As such, teachers must use the results of regular and appropriate diagnostic assessments of children’s performance to improve instructional practice on an on-going basis.

Goals for the Early Childhood Program

1. Children will develop age appropriate skills, attitudes and behaviors of collegiality and cooperation.
2. Children will develop the gross and fine motor skills that will allow them to successfully interact with their environment, with learning tasks and with one another.
3. Children will develop in all intellectual aspects, with a special focus on oral language development, literacy learning and early numeracy.

4. Children will become active problem solvers and thinkers, feeling comfortable to take the academic and social risks necessary to demonstrate their creativity.
5. Children will develop appropriate ways of experiencing and expressing feelings while engaged in positive interdependence with others.
6. Children will develop positive attitudes about learning and view themselves as successful learners.
7. Children will grow in their knowledge and their relationship with God and His creation. They will develop a sense of themselves as part of a faith community.

Procedures

1. Program Operation

- 1.1 The Kindergarten program will normally follow the district operating calendar and will provide a minimum 475 hours.

2. Program Admission

- 2.1 Enrolment in Early Childhood programs is voluntary.
- 2.2 The Kindergarten program serves children one year prior to grade one entrance.
- 2.3 Children who receive Program Unit Funding (PUF) may be eligible for up to three years of programming prior to grade one.
- 2.4 Kindergarten children in all schools, except St. Thomas More – Fairview, must have reached the full age of 5 on or before December 31st in order to be admitted to the Kindergarten program. In Fairview, students must have reached the full age of 5 on or before September 1st.
- 2.5 Kindergarten early admission – it is not recommended that children be entered into Kindergarten before the admission age in the community. In the rare case where early admission to Kindergarten is considered, the following procedures must be observed:
 - 2.5.1 The Principal or Vice Principal and the Kindergarten classroom teacher shall interview the parents to ascertain the desire for early admission and forward relevant information to the Director of Student Services.
 - 2.5.2 The child will be assessed by the school's Classroom Support Teacher to ensure the child exhibits competency for the Kindergarten program in all developmental areas.

- 2.5.3 The assessment(s) will be forwarded to the Director of Student Services who in consultation with the Principal and the Classroom teacher will make a decision as to program entry.
- 2.5.4 Any child who is admitted early to a Kindergarten program is being admitted on a one-month trial basis only. The Kindergarten teacher with the classroom teacher will determine if the early entry placement decision is in the best interests of the child through careful daily interaction and observation.
- 2.5.5 The Kindergarten teacher will make recommendation to the Principal and inform the parents as to on-going admission of the child in the Kindergarten program. The parents will be given two week's notice of termination of the trial period.

3. Program Registration

- 3.1 The schools are responsible for receiving Kindergarten registrations.
- 3.2 School registration nights will occur on the same night within the city of Grande Prairie.
- 3.3 Verification of birth date and baptismal information will be done upon registration.
- 3.4 The Board reserves the right to establish a registration fee for Kindergarten programs.
- 3.5 The school administrator will make every effort to balance the morning/afternoon or the M-W/T-Th class sizes.

4. Staffing

- 4.1 Every effort will be made to reach the District class size target using teachers.
- 4.2 Schools are encouraged to have more than one adult present during the operation of any early childhood program.
- 4.3 The staff/student ratio will adhere to the District class size guidelines.
- 4.4 Teacher assistants will be provided to classes 14 or larger immediately upon the start of the year and for a minimum of 8 instructional weeks to support the student transition into Kindergarten and to provide the opportunity for the Kindergarten Class Profile to be completed.
- 4.5 Teacher assistant time allotted to a given classroom will be evaluated based on student need and upon receipt of the Kindergarten Class Profile Form #210 A to the Superintendent.

- 4.6 Teacher Assistants will be provided in classrooms where the enrollment is 20 or more in order that appropriate general programming and literacy intervention be available to students.

5. Parent Involvement:

5.1 School Council

- 5.1.1 Each Kindergarten class will have the opportunity to select one parent representative as a voting member of School Council. If the School Council bylaw states that schools are to elect grade reps then one parent from the Kindergarten group will be a voting member on the School Council.
- 5.1.2 All Kindergarten parents will be invited to the School Council meeting and will receive notification of the meeting.

5.2 Communication With Parents

- 5.2.1 Teachers will communicate with parents through regular class newsletters.
- 5.2.2 Parent Teacher Interviews will be scheduled three times during the school year in November, March and June.
- 5.2.3 Informal discussions between the parent and the teacher will occur throughout the year.
- 5.2.4 Kindergarten teachers will invite parents to become involved in ways appropriate for their program and their students.

5.3 Kindergarten Registration Night:

- 5.3.1 Kindergarten Registration will be hosted by individual schools within the District in April each year, in collaboration with neighboring Districts.
- 5.3.2 The Principal, teacher and secretary of the school will facilitate the registration process.
- 5.3.3 The registration process will include an information session for parents.

5.4 Kindergarten Open House

- 5.4.1 During the spring prior to registration night, Kindergarten teachers will be invited to host an optional Open House for parents interested in registering their children in the fall.

- 5.4.2 An Open House is an opportunity for parents alone to observe children and teachers in a Kindergarten setting in a particular school during operational hours.
- 5.4.3 Times and dates for an Open House will be determined at the school level in consultation with the Kindergarten teacher.
- 5.5 Kindergarten Fall Orientation Meeting
 - 5.5.5 An Orientation Meeting will be held in each school in the fall hosted by the Kindergarten teacher and a school administrator.
 - 5.5.6 Topic of discussion will include the following: the Kindergarten format at the school, Kindergarten program philosophy, assessment for learning, parent volunteers in the classroom/school and effective communication methods and procedures with the Kindergarten staff and the school administration.
- 5.6 Kindergarten Staggered Entry
 - 5.6.1 Two Staggered Entry days will be allocated for each Kindergarten Class
 - 5.6.2 The staggered entry sessions will be a ½ day orientation session attended by children with their parents in a small group setting.
 - 5.6.3 Parents will be invited to accompany their children to school to meet one another, explore the classroom in small groups and to experience school routines.
- 5.7 Parent Fundraising Guidelines
 - 5.7.1 All funds generated by the fundraising efforts of the Kindergarten parents must be used in support of the Kindergarten program at the discretion of the teacher and the school administrator.
 - 5.7.2 Funds will be used to purchase items that will enhance learning opportunities such as fieldtrips, bussing, presenters, classroom supplies, books, puzzles, games, or specialized classroom furniture.
 - 5.7.3 All monies raised will be deposited into the school trust account. Spending decisions in relation to the money raised will be made by the Kindergarten teacher in consultation with the school administrator.
- 6. Fieldtrips – Kindergarten Programs shall follow district procedure for fieldtrips.
- 7. Transportation – Kindergarten Programs shall follow district procedure for transportation.

8. Program Evaluation - Kindergarten Programs shall follow district procedure for program evaluation.
9. Students with Special Education Needs - Kindergarten Programs shall follow district procedure for Special Education.
10. Student Progress Assessments and Reporting
 - 10.1 Kindergarten teachers are responsible for written assessment information to be completed for each child in regard to curricular outcomes.
 - 10.2 Assessment information will be shared with the parents during interviews (3 times per year) and then placed in the student's cumulative file.
 - 10.3 Pertinent information will be discussed with the classroom support teacher throughout the year and the grade one teacher during transition meetings in the spring of each year.
 - 10.4 All Kindergarten teachers will complete an Early Literacy Assessment for each child in the fall and spring of each year. Results will be compiled on the Early Literacy Assessment Class Summary Sheet by November 30 and June 15 of each year. These Early Literacy Class Summary Sheets will be copied by the classroom teacher and sent to the Director of AISI, the Classroom Support Teacher, the Principal of the school, and the Superintendent.
 - 10.5 All Kindergarten teachers will complete a Kindergarten Class Profile Summary Sheet (Form #110A) and submit them to the Principal, the classroom support teacher and the Assistant Superintendent by October 15 of each year so that decisions about teaching assistant support may be made by October 30.
11. Retention of Kindergarten Students
 - 11.1 Assessment of a child's intellectual, social, physical, and emotional readiness will determine the need for retention in Kindergarten.
 - 11.2 Children who experience significant readiness delays in these areas will be identified and monitored throughout the year by the classroom teacher and the Classroom Support Teacher.
 - 11.3 The Kindergarten teacher will communicate the child's readiness at the March interview and will place written documentation in the cumulative file as well providing a copy for the Classroom Support Teacher and the Principal
 - 11.4 If a child is to be retained in Kindergarten every effort will be made by the teacher to withdraw the child from the program before Easter/Spring break. The teacher will document the withdrawal and place information in the cumulative file.

- 11.5 If retention is recommended and denied by the parents the teacher will have parents sign the “Recommendation for Retention” letter and place in the child’s cumulative file.

Reference: Section 8, 30, 60 School Act
Early Childhood Regulation 31/2002
Early Childhood Policy 1.1.3

Administrative Procedure 211

ENGLISH AS A SECOND LANGUAGE (ESL)

Background

The District will provide educational programs for students who have recently arrived in Canada, and Alberta resident students who require special assistance in learning English as a second language in order to follow classroom instruction in English.

Procedures

1. English as a Second Language (ESL) students are defined as those who have recently arrived in Canada and Alberta resident students whose proficiency in English is not commensurate with their age and/or abilities, as English is not their first language.
2. Each Principal, in consultation with the Director of Student Services, shall code ESL students on the Education Information System for transmitting to Alberta Education.
3. Each school shall develop a program plan for ESL students which will:
 - 3.1 Encourage rapid integration of the student(s) into the school and community environment; and
 - 3.2 Give attention to the linguistic, cultural and academic needs of the students.
4. ESL programs may be developed for students who do not speak English when entering District schools even though they do not qualify under the Alberta Education definition of ESL (for grant purposes).
5. ESL programs shall be provided in accordance with the Alberta Education's Program of Studies and appropriate ESL curricular documents.

Reference: Section 8, 9, School Act

Policy 1.5.1, English as a Second Language

Cross-Reference: Student Services Operating Procedures and Guidebook

Administrative Procedure 212

FRENCH LANGUAGE IMMERSION PROGRAM

Background

In recognition of the bilingual and multi-cultural nature of Canada, the District will provide opportunities for its students to receive instruction and to acquire and maintain proficiency in the French language, through the provision of a K – 12 French Immersion Program. A French Language Immersion Program is a French educational program designed primarily for children whose first language is other than French. This program aims at functional bilingualism, while also promoting an appreciation of the Francophone culture in the Canadian and world context while respecting the students' personal and cultural integrity.

Guidelines

1. The French Language Immersion Program will be operated in accordance with Alberta Education Policies, Guidelines and Procedures and with existing District policies and procedures with respect to staffing, provision of resources and evaluation of students, staff and program.
2. Every effort will be made to employ personnel who possess and demonstrate knowledge and proficiency of and the commitment to the French language and culture.
3. A variety of instructional strategies will be utilized in the program and these should emphasize the communicative approach.
4. The program should focus on developing an understanding and appreciation of the culture of Francophone Canadians and French speaking peoples in the world. School based activities and displays should be aimed at enhancing this cultural integration.
5. In the interest of enhancing language proficiency, the program will be located in an immersion centre wherever feasible.

Procedures

1. The minimum amount of instructional time offered in French will be as follows:

Kindergarten, Grades 1 - 2	-	100% French instruction
Grades 3 - 6	-	80% French instruction
Grades 7 –9	-	70% French instruction
Grades 10-12	-	50% French instruction

2. Admission Criteria:

2.1 Kindergarten and Grade 1: no previous knowledge of French is required.

- 2.2 Grades 2 to 12: while it is expected that most of the children registering will have had previous bilingual education experience, the French Language Immersion Program will be available to those who show sufficient oral and written ability in French to permit them to participate in class with children already in the program. Decision will be made on an individual basis at the school level.
3. To be considered for placement in the French Language Immersion Program, teachers must be French speaking bilingual and be eligible for Alberta certification. In general, teachers who have courses in French as a Second Language Curriculum and Instruction will be given preference in placement.
4. High School Program Guidelines:
- 4.1 Students will be required to register in a French Language Immersion Program route consisting of a core program category and an elective program category.
- 4.2 Core Program Category:
- | | |
|----------------------------|---------------------------------------|
| CALM and Religious Studies | - 5 Credits |
| French Language Arts | - 15 Credits |
| Social 10, 20, 30 | <u>- 15 Credits</u> |
| | 35 Credits out of 40 possible credits |
- 4.3 Elective Program Category:
- | | |
|----------------------|--------------------|
| Applied Math 20 | - 5 Credits |
| Pure Math 10, 20, 30 | - 15 Credits |
| Social Studies 33 | <u>- 5 Credits</u> |
| | 25 Credits |
- 4.4 Additional courses may be offered when feasible.
- 4.5 A Bilingual Education Certificate will be granted to students who successfully complete 40 French program credits consisting of 35 core program category credits and 5 electives.

Reference: Policy 1.5.2, French as a Second Language and French Language Immersion
 Guide to Education, ECS to Grade 12
 Reviewed May 2009

Administrative Procedure 213

FRENCH AS A SECOND LANGUAGE PROGRAM (FSL)

Background

In recognition of the bilingual and multi-cultural nature of Canada, the District will provide opportunities for its students to receive instruction and to acquire and maintain proficiency in the French language, through the provision of a French as a Second Language Program. The program will focus on developing an understanding and appreciation of the culture of Francophone Canadians and French speaking peoples in the world.

Procedures

1. A nine-year French as a Second Language (FSL) Program will be offered in Grades 4 to 12 in all schools in the District except in St. Thomas More where the six-year French as a Second Language is implemented from Grade 7 to 12.
2. The French as a Second Language Program (FSL) will be part of the program offered to all Grade 4 to 6 students in schools where the Grade 4 to 6 FSL Program is offered. Grade 7 to 9 students and Senior High students will have the option of continuing in the program.
3. Instruction in the French Language program will observe the following time allocations:

Grades 4-6:	a minimum of 120 minutes per week.
Grades 7-9:	a minimum of 75 hours per year.
Grades 10-12:	a minimum of 125 hours per course.
4. The preferred method of delivery, at the Grade 4 to 6 levels, is to have a homeroom teacher with appropriate proficiency in the language instruct the program. Where this is not possible, alternative strategies may be employed with approval of the Superintendent.
5. The District will provide funds for staff development and training opportunities for language teachers to ensure a high level of second language instruction in our schools.

Reference: Policy 1.5.2, French as a Second Language and French Language Immersion
Guide to Education, ECS to Grade 12
Reviewed March 2009

Administrative Procedure 214

SPECIAL EDUCATION

Background

All students have the right to the best possible educational opportunity regardless of learning style, cultural background or special needs so that they may develop to their fullest potential. The individual, unique needs of each child must be the primary focus in providing education to all students.

All students with special education needs should have the opportunity to share experiences, to grow and develop in an environment that promotes their dignity and worth, and to prepare them to live in and contribute to our larger, integrated society. It is expected that each regular class will accommodate students with varying needs, abilities, and levels of achievement. However, it is recognized that there will be some students with unique special education needs who may require service and/or programs beyond those offered in the regular classroom setting.

The District will provide appropriate programs and services to meet the diverse and unique needs of students with special education needs who are residents of the District, subject to the following guidelines and procedures.

Guidelines

1. Students with special education needs are those who require a different program, or an adaptation or modification to the regular school program designed to meet their unique needs, due to their behaviour, communication, intellectual and physical characteristics, or a combination of these characteristics.
2. The educational program and/or services to be provided will be based on the results of continuous assessments and evaluations.
3. Inclusion into a regular classroom setting is the first option for placement of special education children. These children have the right to take part in regular school activities.
4. The emphasis on any Individual Program Plans (IPP's) shall be on meeting the needs of students with special education needs.
5. Classroom climate shall be created where children are celebrated and accepted for who they are and what they bring.
6. The learning environment shall take into account the variety of ways and the different rates at which children learn. Learning shall be recognized as both an individual and a social process.
7. Program options shall be maintained in order to meet the diverse and unique needs of students.

8. Placement in an alternate setting should be provided when such a placement is in the best interests of the child. The long-term goal in these cases should be to move to a more inclusive setting.
9. Parents and students must be informed about the choices available to them, and be actively involved in discussions about their child's placement and programs.

Procedures

1. The Director of Student Services shall assist the school administrators in maintaining effective referral and assessment procedures for the identification of children with special education needs.
2. The Director of Student Services, in consultation with the Superintendent/Deputy Superintendent, shall assist school administrators in identifying the teaching and support staff requirements necessary to meet the educational needs of children with special education needs.
3. The Director of Student Services, in consultation with the Superintendent, parents and school personnel, shall identify those students for which out-of-jurisdiction placement may be necessary.
4. When a student is directed to a program out of the jurisdiction the Superintendent shall make the appropriate arrangements.
5. The classroom teacher shall be responsible for the initial identification of students who may have special education needs.
6. The Principal shall, through a consultative process, develop school procedures on classroom support services that reflect the specific circumstances of that school. The intent will be to provide assistance to the classroom teacher and individual students.
7. The Principal shall establish and maintain procedures within the school that are aligned with the Framework for Special Education:
 - 7.1 To receive referrals from teachers about students with suspected special education needs;
 - 7.2 To receive referrals from parents of children with suspected special education needs; and
 - 7.3 To review the achievement of students for the purpose of identifying students with special education needs who may not have been referred.
8. For students who have been identified in (6) above, the Principal shall ensure that the parent(s)/guardian(s) have been consulted and will submit a referral to the appropriate person/agency. Referrals for in-depth educational/psychological assessments will be forwarded to the Director of Student Services.
9. The Director of Student Services shall assist schools in arranging for appropriate formalized assessments using resources outside the school system as required.

10. When assessments have been completed, a case conference shall be held involving school personnel, parent(s)/guardian(s), and others as appropriate, for the purpose of discussing the assessment results and generating appropriate programming recommendations.
11. Individualized Program Plans (IPP's) shall be developed to address students' special education needs. [\(see attached Appendix "A" – Procedures for IPP's\)](#) The IPP will be based on diagnostic information, which provides the basis for intervention strategies, and includes the following information:
 - 11.1 Assessment data;
 - 11.2 Current level of performance and achievement;
 - 11.3 Identification of strengths and areas of need;
 - 11.4 Measurable goals and objectives;
 - 11.5 Procedures and dates for evaluation;
 - 11.6 Identification of coordinated support services (including health-related), if required;
 - 11.7 Relevant health information;
 - 11.8 Required classroom accommodations (e.g., any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment);
 - 11.9 Transition plans; and
 - 11.10 Year-end summary.
12. Teachers need to ensure that
 - 12.1 Parents and when appropriate, students and other professionals are involved in the development, implementation, monitoring and evaluation of the student's Individual Program Plan;
 - 12.2 Throughout the year, provide feedback during informal reviews to parents and when appropriate, students;
 - 12.3 Written informed parental consent is obtained on the students' IPP to indicate agreement with the IPP; and
 - 12.4 In cases where parents refuse consent, the reasons for the refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns is documented.

13. The classroom teacher is responsible for the development, implementation, monitoring and evaluation of all students' programs.
14. Classroom Support Teachers will have scheduled student contact for part of their assigned classroom support time.
15. Classroom Support Teachers shall support classroom teachers by:
 - 15.1. Providing instructional support within the classroom (i.e. team teaching, support teaching, small group work, individual work);
 - 15.2. Assisting teachers with differentiating instruction;
 - 15.3. Coordinate programming and services for students with special education needs;
 - 15.4. Liaison between classroom teacher and teacher assistant;
 - 15.5. Use a variety of informal and formal assessments (Level B) to guide instruction;
 - 15.6. Regularly review emerging needs within the school and assign special needs assistant times as appropriate in consultation with the school administrators;
 - 15.7. Provide assistance in identifying special needs students through informal measures;
 - 15.8. Provide assistance to the classroom teacher in writing IPP's;
 - 15.9. Communicate school needs to the Director of Student Services;
 - 15.10. Complete and follow up on all referrals to the Student Health Program;
 - 15.11. Coordinate and attend case conferences;
 - 15.12. Regularly review special needs program with school administrators through the Learning Team;
 - 15.13. Chair and schedule Learning Team meetings;
 - 15.14. Teach class while teacher works with individual students or small groups;
 - 15.15. Maintain an up-to-date working knowledge of current instructional practices in special education; and
 - 15.16. Provide and coordinate staff development when required.
16. The Principal shall advise parents of their right to appeal decisions affecting the education of their children (i.e. Board Policy 13—Appeals and Hearings Regarding Student Matters, and Section 48 of the School Act).

Reference: Sections 45, 47, 48 and 124, School Act
Policy 1.6.1 Educational Placement of Students with Special Needs
Policy 1.6.2 Special Education
Standards for Special Education: Ministerial Order (#015/2004)
Handbook for the Identification and Review of Students with Severe Disabilities
Teaching Quality Standard: Ministerial Order (#016/97)
Cross-Reference: Board Policy 13, Appeals and Hearings Regarding Student Matters
Revised: December, 2009 – Appendix A

IPP – Procedures FOR STUDENTS WITH A SEVERE OR GIFTED

IPP – Procedures Outline

1. Transition (June)
2. First Meeting with Parents (September): Review of Cumulative File
Depending on the school and staffing situations, either #1 **and / or** #2 may take place.
3. Second meeting with Parents (November Report Cards)
4. Third Meeting with Parents (March Report Cards)

Transition (June)

- 1.1 Within the first week of June, the school will send a District Reflection Form to both parents and teachers which will need to be returned by the date indicated.
- 1.2 After parents and teachers have returned the form by the indicated date, the homeroom teacher will input all the data with the help of the CST (Classroom Support Teacher) on the transition page of the IPP (Individual Program Plan)
- 1.3 Parents will need to sign off on the IPP from the current year before an IPP may start the following year. If the parent refuses to sign off on the IPP document, the individualized program plan will not be put into place. Five contacts (documented) will be made by the school to reach the parent in order to obtain the signature. The original or working copy with all the comments or changes will be filed in the child's cumulative folder and a copy will be given to the parents.
- 1.4 If the sheet is not completed or returned by the date indicated, the transition page will be completed using the input from the school.
 - 1.4.1 Part of this expectation is around the report card / IPP program called eLuminate. The software program archives IPPs and the old ones are difficult to retrieve without extensive technical assistance.

First Meeting with Parents (September): Review of Cumulative File

- 2.1 Classroom teachers will send parents a goal setting sheet within the first two weeks of September.

- 2.2 Once this sheet is returned to the school, a meeting will be set before September 30th. Meetings will typically take place in early October.
- 2.3 By this time, teachers will need to have “baseline data” (student’s level reading and writing assessment) prior to the meeting with parents. This information will be included in the IPP.
- 2.4 The meeting will consist of parents, teachers and students (depending on age).
- 2.5 In the case of gifted students, the lead teacher will also be invited if it falls under their mandate.
- 2.6 The Director of Student Services, Classroom Support Teacher, Lead Teacher for Gifted, and school Administration may be invited if it falls under their mandate.

Second Meeting with Parents (November Report Cards)

- 3.1 IPP’s will go home with report card.
- 3.2 The IPP will include the information provided by the parents on the IPP Parent Goal Setting Form as well as the programming the school can provide for the child.
- 3.3 Teachers shall set up a time to discuss IPP’s with parents (15-20 minutes). The meeting may take place either before or after parent teacher interviews.

Third Meeting with Parents (March Report Cards)

- 4.1 IPP’s will go home with report card.
- 4.2 The IPP will include the information provided by the parents on the IPP Parent Goal Setting Form as well as the programming the school can provide for the child
- 4.3 Teachers will set up a time to discuss IPP’s with parents (15-20 minutes). The meeting may take place either before or after parent teacher interviews.

Administrative Procedure 215

Knowledge and Employability Program

Background

The Knowledge and Employability Program is a five-year program that begins in the Grade 8 year of schooling and continues through the Grade 12 year of schooling. It is for students who demonstrate reading, writing, computational and other levels of achievement below those of their age peers.

The program is a congregated program intended for students who require an integrated program that enhances their academic and occupational competencies as well as their ability to enter into employment and/or continuing education and training. The program provides students with opportunities to acquire, consolidate and expand on knowledge, skills and attitudes necessary for successful transfer to regular programs or for progression through the Knowledge and Employability Program.

The District will provide Knowledge and Employability Program at the junior and senior high school levels as an alternate program for students who experience learning difficulty in the regular programs. The Knowledge and Employability Program is not designed to replace special education programs.

Procedures

1. Placement of students in the Knowledge and Employability Program will be based primarily on academic performance, not classroom behavior.
2. At the junior high school level, emphasis is placed on:
 - 2.1 Providing students opportunities to acquire, consolidate and expand upon concepts, skills and attitudes necessary for successful crossover to regular programs, or
 - 2.2 To progress in the Integrated Knowledge and Employability Program at the senior high school level.
3. The goals of the Knowledge and Employability Program are in keeping with the student learning outcomes identified for Basic Education in Alberta.
4. An important goal is to foster success and achievement in students' learning experiences thereby enhancing self-esteem.
5. Schools will follow the policies, guidelines and procedures of Alberta Education as they relate to the Knowledge and Employability Program.
6. To be eligible to enter the Knowledge and Employability Program, nominated students must:
 - 6.1 Be 12 years 6 months of age or older on September 1 of the first year of the Knowledge and Employability Program;

- 6.2 Have records of low achievement in regular programs; and
 - 6.3 Be unlikely to progress in the regular secondary programs.
7. The selection process shall include:
- 7.1 Referrals from local school administrators, teachers, parents or students themselves;
 - 7.2 Joint decision-making by at least one administrator, the Classroom Support teacher, Knowledge and Employability teacher(s), Director of Student Services, the Knowledge and Employability teachers, students' classroom teachers, the student and parent(s).
 - 7.3 Written parental consent for entry into the Knowledge and Employability Program
8. The Principal shall:
- 8.1 Develop school policy that establishes entry and exit points for the program;
 - 8.2 Inform students and parents affected by such policy;
 - 8.3 Promote integration of students into school environment, including the enrolment of Knowledge and Employability Program students in regular classes e.g., physical education, CALM, art, music, drama and subjects of student strength;
 - 8.4 Promote integration of the program within the community including "on the job" experiences; and
 - 8.5 Ensure that the Practical Arts/Occupational curricular component is provided in the Knowledge and Employability Program.
9. At the Junior High School level, a student shall have access to a minimum of 950 hours of instruction at Grade 8 and Grade 9. Recommended time allotments for core courses, occupational courses, and unspecified core/occupational courses are provided in Alberta Education's *Guide to Education*.
10. At the Senior High School level, students will take Physical Education 10, CALM 20, Religion 15/25/35, Math 16/26, Social Studies 16/26, English 16/26/36, and Science 16/26. Students will also take 40 credits in CTS or occupational modules.
11. The Knowledge and Employability Program core courses (language arts, mathematics, science and social studies) reflect the general content of courses but within a functional, life skills and applied occupational context.
12. Credit allocations will be as outlined by Alberta Education's *Guide to Education*.
13. Class sizes should, wherever possible, not exceed 20 students in junior high school programs and 25 in senior high courses.
14. Community partnership is a vital component of every course, particularly the occupational courses, and is designed to provide students with a variety of exposures and experiences in the real life world of work.

15. Program delivery may be facilitated in the school and the community through coordination among agencies such as other schools, Alberta Human Resources and Employment centers, Social Services, and local business and industry.
16. Some Knowledge and Employability Program students may wish to complete an Alberta High School Diploma rather than complete their Certificate of Achievement. These students are expected to meet the specified Alberta High School Diploma graduation requirements.

Reference: Section 39, School Act
Guide to Education, ECS to Grade 12
Reviewed: March 2009

Administrative Procedure 216

WORK EXPERIENCE

Background

The District will provide work experience opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities. Preference will normally be given to students in Grades 11 and 12.

Definitions and Requirements

1. Work Experience Education is defined as follows:

Work Experience: Experiential learning undertaken by a senior high school student as an integral part of a planned school program; which is under the cooperative supervision of a teacher/coordinator and which constitutes a separate course based on 25 hours per credit; and

Work Study: Experiential learning integrated with a course undertaken by a junior or senior high school student as an integral part of an approved school course or program which is under the cooperative supervision of the subject teacher, work experience teacher/coordinator and the employer where no additional credit is given. Work study may be incorporated as part of Academic-Occupational or Special Education programs.

2. The Work Experience Program consists of three courses: Work Experience 15, 25 and 35. There are no prerequisites for these courses. Students may obtain up to five high school credits in each of these three Work Experience courses providing they have successfully completed a minimum of 25 hours for each credit.
3. Work experience shall 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.
 - 3.1 Selected Career Transition courses from the Career and Technology Studies program are components of Work Experience 15, 25 and 35 as follows:
 - 3.1.1 CTR1010: Job Preparation is a required component of the first work experience course taken by a student.
 - 3.1.2 CTR2010: Job Maintenance is a suggested component of the second work experience course taken by a student.
 - 3.1.3 CTS3010: Preparing for Change is a suggested component of the third work experience course taken by a student.
 - 3.2 Schools should report the marks and credits for the above CTS courses separately from the work experience courses.

4. Work Study is non-credit with flexibility in the number of hours and in the number of times a student may register in the program.
5. Students shall comply with the age requirements under the Employment Standards Code, RSA 2000, Chapter E-9 in order to participate in Work Experience Education.
6. Work Experience Education shall be carried out under the supervision and guidance of a professional staff member. The Work Experience teacher/ coordinator should be assigned one block period for each class of 25 students, where staffing permits.
7. Work Experience Education shall be evaluated by the supervising teacher-coordinator. The means of evaluation shall be conveyed to the student and the employer, as approved by the Principal.
8. The Work Experience teacher/coordinator shall specify learner expectations for each student in consultation with the student and the employer.
9. Work Experience Education shall 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.
10. The Work Experience teacher/coordinator shall determine that work site/station is acceptable. An approved work station must meet the following criteria:
 - 10.1 A trade, occupation or profession will be represented
 - 10.2 A supervising person who is qualified in the trade or occupation will give direction to and supervise the student
 - 10.3 The supervising person will have time to supervise and give direction to the student
 - 10.4 The work site/station will be acceptable in terms of Employment Standards Code, Canada Department of Labour Legislation, Occupational Health and Safety Act, Workplace Hazardous Materials Information System, local standards and other legislated requirements.
 - 10.5 The work site/station is acceptable to the school Principal and to the parents of the student in terms of its education content.
11. For students registering in Work Experience Education, the school shall have:
 - 11.1 The work sites/stations approved by the Superintendent or Board-approved designate. Copies of the 'Application for Approval of Work Sites/Stations' are available from the District Office and are located in the Forms Manual.
 - 11.2 The 'Agreement for Work Experience Education Program' in place with signed approval of parent/guardian, employer and participating student. Copies of the 'Agreement for Work Education Program' are available from the District Office and are located in the Forms Manual.
 - 11.3 The Work Experience Program shall be monitored every five years in keeping with the Alberta Education's monitoring expectations.

Regulations

The working hours for senior high Work Experience students are restricted to 7:00 a.m. to 10:00 p.m., Monday through Saturday. The junior high school Work Study Program hours are from 8:30 a.m. to 4:30 p.m. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers' Compensation Board coverage by Alberta Education will apply only during these hours.

Guidelines

1. Students who are 12 and 13 years of age may participate in an approved Work Study Program in the following general areas:
 - 1.1 Office and clerical work (e.g. delivery, filing, duplicating, telephone, receptionist, messenger)
 - 1.2 Cashiering and selling
 - 1.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays
 - 1.4 Bagging and delivery of merchandise
 - 1.5 Librarian's helper

Procedures

1. The annual 'Application for Approval of Work Sites/Stations' will be completed by the school. This form will be approved and signed by the Superintendent.
2. The 'Agreement for Work Experience Education Program' shall be signed by the employer, the student worker, the parent/guardian and the Work Experience teacher/coordinator.
3. The annual 'Application for Approval of the Work Sites/Stations' and the 'Agreement for Work Experience Education Program' signed by all parties shall be on file at the school before students are placed in work stations. A copy with the original signatures will be kept at the school. Protection under the Workers' Compensation Act and the Board's liability is not in effect, nor are employers exempt from paying the minimum wage, until the 'Application for Approval of Work Sites/Stations' is approved.
4. The Superintendent shall receive the following information before the implementation of the school's Work Experience Education Program:
 - 4.1 A copy of the annual 'Application for Approval of Work Sites/Stations'; and
 - 4.2 A list of all students participating in the program and their work experience program placements.
5. In the case of a student working regular school hours, the Work Experience teacher/coordinator will make available to students and employers a telephone number where someone responsible for the program can be reached. Teachers are not required to provide supervision of students outside regular school hours.

6. A supervising teacher shall contact the work experience site/station once per month over the period of the Work Experience placement. The Principal and the supervising teacher/coordinator will ensure that adequate supervision is provided for students in Work Study sites/stations.
7. An annual evaluation report shall be prepared by the school. This report shall be submitted to the Superintendent or designate by June 30 and shall include:
 - 7.1 Enrollment figures for Work Experience courses and Work Study programs;
 - 7.2 Problems encountered and methods used to deal with them;
 - 7.3 Innovations to the program; and
 - 7.4 Feedback received from business.
8. In the case of a Workers' Compensation Board claim, the work experience teacher/coordinator shall submit the necessary forms to the Superintendent or designate. The Superintendent or designate will insert the Alberta Education Account Code, 345912/6, then submit the forms to WCB with the forms plus a copy of the approved Approval of Work Sites/Stations to the Policy Unit, Curriculum Standards Branch, Alberta Education, for processing and filing with Workers' Compensation Board.

Reference: Employment Standards Code RSA 2000 E-9
Section 54, School Act
Policy 1.4.3 – Off-Campus Education
Guide to Education ECS to Grade 12
Off-Campus Education Guide for Administrators, Counselors and Teachers, 2009

Administrative Procedure 217

REGISTERED APPRENTICESHIP PROGRAM

Background

Opportunities will be provided for District high school students to participate in the provincial Registered Apprenticeship Program (RAP), subject to the following regulations.

Regulations

Student Eligibility

1. A student must meet the eligibility requirements set down by Alberta Education. These include:
 - 1.1 16 years of age minimum;
 - 1.2 Able to meet the Apprenticeship entrance requirements;
 - 1.3 Working toward a High School diploma; and
 - 1.4 Successful completion of 15 High School credits in any one year.
2. Notwithstanding (1) above:
 - 2.1 If a student is under 18 years of age, signed approval of the parent or legal guardian is required;
 - 2.2 The student must submit a letter of support from:
 - 2.2.1 A counselor (school counselor or career development counselor). The student must have demonstrated to the counselor an awareness of career opportunities through apprenticeship; or
 - 2.2.2 A teacher who has taught the student in a Career and Technology course. If the student has not been enrolled in a Career and Technology course, the letter of support may be solicited from another teacher;
 - 2.3 A formal resume must be submitted with the letter of application; and
 - 2.4 Approval of the school Principal and coordinator is required.

School Responsibilities

1. Coordination

The school shall assign a coordinator for the RAP program. The coordinator shall be responsible for the placement of students and for adherence to policies and procedures in existence for work experience/partnership programs. She/He shall ensure that the student has been properly oriented to the workplace and been adequately prepared at the workplace with respect to safety.

2. Program Access

The school shall attempt to be as flexible as possible in meeting the needs of students and employers involved in the program. Such flexibility might be achieved by:

- 2.1 Extending the student's high school program beyond the traditional three-year period for completion
- 2.2 Designating certain semesters to either school attendance or work on apprenticeship
- 2.3 School attendance for part of the day or week with apprenticeship work at other times. This may be more feasible in some high school programs than in others
- 2.4 Working on the apprenticeship component during summer months, holidays, etc.

3. Instructional Strategies

The use of individualized instruction is an alternative for some students on the RAP program.

4. Student Placement

Decisions for student placement shall be made on the basis of student and employer interest and in co-operation with the Apprenticeship and Industry Training Division of Alberta Education. Ultimately, the school however must make the final determination on whether the placement is appropriate and can be integrated with other high school requirements.

5. Evaluation

The school shall issue the final grade for the program, based on criteria established in the Evaluation Strategy for the program.

6. Promotion

The school shall work toward educating and informing the community at large and potential employers specifically about the RAP program and its procedures of operation.

Student Responsibilities

1. The student shall be responsible for making a career search, contacting potential employers and locating an initial employment placement. This may be done in conjunction with the counselor other community resources.
2. The student shall be responsible for fulfilling the requirements for the high school diploma while working as an indentured apprentice.
3. The student shall attend the scheduled classes as agreed on by him/her, the school and business.

4. If the student drops out of school or does not meet the other program requirements, he/she shall immediately be dropped from the RAP program but may continue to apprentice at the discretion of the business.

Alberta Education Division

The school shall co-operate in meeting the requirements of the Apprenticeship and Industry Training Division of Alberta Education. This Training Division, in turn, will ensure that the student is meeting the requirements of an indentured apprentice.

Formal Agreement

1. Once placement has been approved, the student is formally registered as under the regular apprenticeship program.
2. When the student satisfactorily meets the hour requirements for the 1st year apprentice position, he/she will receive 40 credits.
3. Students with partial completion of hour requirements could receive the proportional number of credits.

Reference: Section 39, School Act
Policy 1.4.3, Off-Campus Education
Guide to Education, ECS to Grade 12
Off Campus Education Guide for Administrators, Counselors and Teachers, 2009
Registered Apprenticeship Program: Information Manual, February 2003

Administrative Procedure 218

SPECIAL PROJECTS

Background

In accordance with the School Act, the District will offer Special Project credits to high school students. These credits are designed to recognize work undertaken by students on an individual or small group basis, and serve two major functions:

1. Students become involved in the selection, planning and organization of their own programs.
2. Students pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

1. Students may enrol in Special Projects 10, 20, or 30. Special Projects 20 and 30 do not have pre-requisites.
2. Special Projects shall be carried out under the supervision of a teacher.
3. Special project credits shall not be awarded for student activities that would be considered a normal part of extracurricular or co-curricular activities generally offered by a school (e.g. school team sports, school newspaper, and yearbook).
4. The content of the special project need not be related to a specific school subject.
5. If a special project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
6. In instances where a student enrolls in more than one special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.
7. 4-H projects may qualify as special projects as long as they meet the requirements indicated herein. However, simply belonging to a 4-H club does not make student eligible for special project credits.
8. Students are required to submit a clearly planned proposal to the Principal for approval. The proposal shall include:
 - 8.1 A description or outline of the project;
 - 8.2 The number of hours of work expected to complete the project;
 - 8.3 Method by which the project would be carried out;
 - 8.4 A description of the expected results;
 - 8.5 Evaluation procedures as outlined by a teacher;

- 8.6 An expected completion date; and
 - 8.7 Name of the supervising teacher.
9. The Principal shall retain a copy of each special project proposal until the project is completed.
 10. Projects shall be completed and a report tabled with the Principal prior to the conclusion of the semester or full term.
 11. Where a project takes a student into the workplace, the site shall be registered as a Work Experience site, and therefore subject to the provisions of Administrative Procedure 215.
 12. Students who successfully complete projects are granted 3 credits for 62.5 hours of work or five credits for 125 hours of work in any one semester, or full term on the approval of the Principal.
 13. Special projects may also be offered for 1, 2 or 4 credits. Credits will be awarded for successful completion in any one semester, or full term, on approval of the Principal.
 14. Special project credits may be applied toward the Alberta High School Diploma. A student completing Special Projects 30 may use these credits to partially fulfil the “10 credits in any 30-level courses” graduation requirement for the Alberta High School Diploma.

Reference: Section 39, School Act
Guide to Education ECS, to Grade 12

Administrative Procedure 219

OUTREACH PROGRAMS

Background

The Outreach Program provides an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program allows students to access resources that improve their ability to succeed academically and socially. A flexible approach is taken to teaching and learning in recognition of individual student needs.

The District will establish Outreach programs, where practical, to meet the needs of students with unique educational, social and psychological concerns. These programs will provide an alternate educational delivery system to students who are at risk of non-completion in the traditional educational settings and will provide this service using the following procedures.

Procedures

1. Outreach Programs in the District are intended to meet the needs of students who exhibit one or more of the following characteristics:
 - ◆ Prefer to enroll in courses, which are provided through an outreach delivery model.
 - ◆ Have dropped out of school or are currently at risk of dropping out of school.
 - ◆ Have health problems or extenuating family circumstances, which preclude regular school attendance.
 - ◆ Are unable to meet regular school class times due to employment or personal commitments.
 - ◆ Wish to enroll in a low-enrollment course that may not be offered in a regular school setting.
 - ◆ Need only a small number of courses or credits to graduate.
 - ◆ Wish to accelerate their high school program
 - ◆ Are able to work independently
2. Students who are 19 years or younger, as of September 1st in the current school year, are eligible to enroll in the Outreach Program.
3. Students who are 19 years or older, as of September 1st in the current school year, can enroll in the Outreach school, subject to the payment of a tuition fee established by the Superintendent.
4. The Outreach Program shall consist of programs and courses approved by the Alberta Education, as well as locally developed courses approved by the Board of Trustees.

5. The Outreach Program Schools shall be offered at a non-school site that will provide easy access on an on-going basis to students.
6. Students shall have access to the number of instructional hours as specified in Alberta Education's *Guide to Education*.
7. Students shall have access to instructional materials that follow Alberta Education's *Programs of Study*.
8. The Outreach Program shall provide for supervision and assessment of student achievement.
9. The Principal in charge of the Outreach Program is responsible for:
 - 9.1 Drafting an annual budget to provide for the financial stability of the program.
 - 9.2 Developing and articulating a process to accept students into the Outreach Program in consultation with the Director of Student Services.
 - 9.3 Ensuring that students are properly identified and possibly reintegrated into a regular school.
 - 9.4 Assisting with proper grade placement of students for the Outreach School.
 - 9.5 Ensuring that each student has an appropriate Individualized Program Plan (IPP) regarding attendance, performance, achievement, evaluation, and personal supports.
 - 9.6 Ensuring that appropriate resources are available for students.
 - 9.7 Monitoring the evaluation of students, teachers and programs in the Outreach School.
 - 9.8 Providing leadership and professional development for teachers, teaching assistants and student support workers.
 - 9.9 Other duties as assigned by the Assistant Superintendent.
10. Students shall have access to a certified teacher during the instructional day, as well as opportunities to access services related to personal and career counseling, interpersonal skill development and behavioral concerns. Provision of these services should be made available through a cooperative relationship between the school and community resource agencies.

Reference: Section 8, 21, 60, School Act
Policy 1.1.4, Outreach Programs
Guide to Education, ECS to Grade 12

Cross-Reference: Student Services Operating Procedures and Guidebook

Administrative Procedure 220

LOCALLY-DEVELOPED AND ACQUIRED COURSES

Background

The District offers locally developed and/or acquired junior high school and senior high school optional courses that do not duplicate provincially authorized courses, to better meet the interests and abilities of students. These courses require Board authorization in order to be implemented in the District.

Procedures

1. Sufficient notice for approval of courses shall be given prior to their implementation, as follows:
 - 1.1 The Principal shall forward a description of each locally-developed or acquired course to the Superintendent. The course description shall include all information specified in the Alberta Education policy, Locally-Developed Junior High School Courses, Item 5 (A-L).
 - 1.1.1 Descriptions of new complementary courses shall be submitted before **March 1** for courses to be taught in the following school year. With the permission of the Superintendent, descriptions of courses to be taught in the second semester may be submitted up to September 30.
 - 1.1.2 Locally-developed/acquired courses shall be submitted to the Superintendent by **March 1** for courses intended for implementation in September and by **September 30** for implementation in the second semester.
 - 1.2 Board approval must be obtained before the implementation of locally-developed/acquired courses. At the end of three years each course shall be submitted to the Board for re-approval.
2. The Superintendent will forward all completed Board authorizations and course outlines of credit courses to Alberta Education by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.

The Superintendent will arrange for periodic monitoring and evaluation of locally-developed/acquired courses offered in District schools. Reference: Section 25, 60, School Act

Policy 1.2.1, Locally Developed Acquired and Authorized Junior and Senior High Complementary Courses

Policy 1.2.2, Locally Developed Religious Education Courses

Reviewed: March 2009

Administrative Procedure 221

LOCALLY-APPROVED RESOURCES

Background

Appropriate instructional resources are essential in the delivery of a quality educational program. In general, schools are required to use resources that are authorized by the Minister of Education. However, it is recognized that circumstances may arise where school programs may benefit from a locally-approved resource that more closely matches the needs and opportunities existing within the District.

Definitions

Authorized Resource(s) All educational resources approved by the Minister of Education

Locally Developed Resource(s) All educational resources approved by the Superintendent

Procedures

The Principal may obtain local approval from the Superintendent to use a non-provincially authorized resource based on the following criteria:

1. The resource must be applicable to general and specific learner outcomes.
2. The resource must reflect the current pedagogy inherent in the list of approved resources.
3. The resource must reflect the guidelines relevant to all tolerance and understanding issues.
4. The reading level of the resource must be appropriate to the age/grade level for which they are being chosen.
5. The resource should be appropriately current in their program content.
6. Budgetary considerations cannot be utilized as a rationale for the supplanting of provincially-authorized educational resources with locally-approved educational resources.

Reference: Section 20, 39, 45, 60, School Act

Administrative Procedure 230

HOME EDUCATION

Background

All Catholic students within the boundaries of the District are normally expected to attend the Catholic school in their attendance area. However, it is recognized that in some situations parents may exercise the right to educate their child at home. Home education is therefore a program of choice.

Home education must be based on a program that is prescribed, authorized or approved by the Minister or a program designed by the parent. If the parent designs a program that does not follow the Alberta Program of Studies, the parent must declare that the program is consistent with the student learning outcomes listed in Alberta Education's Home Education Regulation.

Home education programs in the District are subject to the following procedures:

Procedures

1. Parents who wish to have their child participate in a home education program must notify the Assistant Superintendent in writing of their intention and will submit either a completed application or a letter to the Assistant Superintendent outlining the reasons for their request and a detailed educational plan for the home education program. Such notification must be received by the Assistant Superintendent no later than August 15 if the home education program is to commence at the beginning of the next school year. The Assistant Superintendent shall offer professional assistance to a parent who is preparing an educational plan or program.
2. The education plan shall include:
 - 2.1 The skills and competencies to be taught in each subject area and the other learning objectives to be achieved;
 - 2.2 The instructional methods and resource materials to be used to achieve the learning objectives;
 - 2.3 The methods of assessment and the intervals between assessments.
3. In those cases where an application for home education is approved, the parents will be requested to sign a Home Education Agreement outlining the conditions under which the parents will be bound for the term of the contract.
4. Home education approvals will be granted on an annual basis. Parents must reapply to have their child(ren) continue to receive approval for home education beyond the initial school term.
5. Parents who provide a home education program to a student must evaluate and assess the program and the student at regular intervals, including the following:

- 5.1 Maintaining a portfolio of student work and a general record of student activities;
 - 5.2 Maintaining a record of the methods and times of assessment used by the parent and the levels of performance by the student in those assessments;
 - 5.3 Ensuring that the student is available for assessment by the Superintendent:
 - 5.3.1 At a time mutually agreed to by the parent and the Superintendent;
 - 5.3.2 At the option of the parent, in the home of the student, at the local school or at the administration office of the District; and
 - 5.3.3 At the option of the parent, in the presence of the parent.
 - 5.4 Parents will be notified regarding any deficiencies in the program and if reasonable achievement for the students is not being shown. Recommendations will be made to the parents to assist the student in increasing the level of achievement.
6. Home education students shall write the Alberta Provincial Achievement tests for Grades 3, 6 and 9 and any other provincially mandated test unless exempted from the Provincial Achievement Testing program by the Minister.
 7. If a student has not met acceptable provincial standards in a particular subject after writing a Provincial Achievement test, the Assistant Superintendent shall review the test with the parent and recommend appropriate remedial measures to improve the students' achievement.
 8. Any students exempted from the Provincial Achievement testing program by the Minister will be assessed by the Assistant Superintendent within a reasonable period to determine the student's level of achievement.
 9. Students who are approved for a home education program will be allowed to use school services and facilities as approved by the Principal.
 10. The District will provide financial support of up to 50% of the amount received from Alberta Education for home education purposes to parents who are providing a home education program to students. Parents must provide receipts in order to be reimbursed.
 11. Parents who receive money for home education must use the money only to defray the costs incurred by the parents for programs of study or instructional materials.
 12. Students on an approved home education program shall be listed on the appropriate school register.
 13. Where a child who is currently enrolled in a home education program wishes re-admittance to a District school, the Principal, in consultation with the Assistant Superintendent, shall determine the appropriate placement of the student for Grade or subject level purposes.

14. The Assistant Superintendent may, in writing, terminate the Home Education program and direct the student to a school under provisions contained in Home Education Regulation 126/99.
15. The parent/guardian may appeal decisions regarding a Home Education program pursuant to Board Policy 13—Appeals and Hearings Regarding Student Matters.

Reference: Section 29, 39, 45, 123, 124, 125 School Act
Home Education Regulation 126/99
Home Education Policy 1.1.2

Cross-Reference: Board Policy 13—Appeals and Hearings Regarding Student Matters

Administrative Procedure 240

DISTANCE EDUCATION

Background

Distance education is an appropriate program delivery that may provide enrichment and flexibility for students. The intent is not to replace traditional course instruction at the senior high school level.

Distance education courses may be considered in cases where a student has transferred, is repeating a course, has a specialized interest, or some other factor that is acceptable to the Principal and he/she needs to supplement the regular program.

Procedures

1. Distance education is recognized as a supplementary and/or alternate form of program delivery in Grande Prairie RCSSD No. 28.
2. The school shall establish rules and regulations governing the offering of distance education courses. Consideration will be given to attendance requirements, scheduling of lesson submissions, record keeping procedures, evaluation procedures, and classroom supervision.
3. The Principal shall make courses available, which have proven (or are estimated) to be effectively delivered through distance education format on the basis of proven success and approve an individual distance education course load. An initial course load of 5 credits in one semester is offered as a guideline and may be gradually increased with successful experiences.
4. The District may provide partial payment (up to 50%) for tuition fees for correspondence courses upon receipt of proof of successful completion of the course in the following situations:
 - 4.1 A student wishes to take an optional course that is not usually offered by the school;
 - 4.2 A student wishes to register in a distance education course over the summer to either upgrade to a passing final standing or to complete a required credit.
5. The schools shall pay for the courses provided that:
 - 5.1 Severe timetable conflicts prevent a student from taking a required course by regular instruction during a particular school year;
 - 5.2 Limited student enrollments prevent the school from offering a required course during a particular school year; or
 - 5.3 The Principal recommends student enrollment in a distance education course due to extenuating circumstances.
6. Students must have the required pre-requisite.

7. Students may proceed at an accelerated pace providing they are meeting the standard established in the course evaluation procedures.
8. The school shall provide textbooks within the guidelines of the textbook rental program.
9. An in-school coordinator who is responsible to the Principal shall direct the distance education program.
10. Distance education courses will not be available in subjects that are currently available and accessible to the student at the high school.
11. Students must complete a distance education course in the time frame jointly set by the distance learning school coordinator and the student. Failure to do so may result in work not being accepted as evidence of satisfactory completion of the course, and permission to write the final examination may be denied.
12. Students who wish to take distance education courses, which are not deemed to be approvable by the Principal, may elect to enroll in distance education programs at their own expense. In these cases the student will be required to pay the entire course cost.

Reference: Section 60, School Act

Administrative Procedure 250

GUIDANCE AND COUNSELLING PROGRAM

Background

Comprehensive guidance and counselling services are an integral part of school services and programs. These services will be designed to enhance students' attitudes and values and will include individualized, small group or class activities that assist students in the following areas—educational, personal, social and career. Counseling services may be developmental, preventative, or crisis-oriented.

Procedures

1. Counseling and guidance services will ideally be provided by trained counselors with successful teaching experience.
2. Counseling services and programs shall be planned on the basis of student needs.
3. Students who require professional expertise beyond that available at the school or jurisdiction level may be referred to appropriate outside agencies and/or consultants.
4. School counselors shall respect the confidentiality of information received in accordance with professional ethics and the law.
5. Each counselor shall develop and maintain adequate records of counseling-related contacts and activities.
6. Communication with administration, teaching staff, parents, students, Student Services, and external agencies is an integral part of the counseling function.
7. Referrals may come from students, staff, parents or outside agencies.

Counselor Responsibilities

It is necessary to recognize the inherent team philosophy that guidance and counseling implies. In Grande Prairie R.C.S.S.D. No. 28, teachers, administrators and counselors work together to provide guidance and counseling services which best meet the needs of students, parents, the school and its staff.

Each school based counseling team shall determine which services will receive the greatest emphasis using the results of the current school based needs assessment. In general, guidance and counseling will serve the identified needs of students in three main areas: educational planning, personal/social, and career development.

Delineation of Duties

Students require different approaches and thrusts in services and programs according to their age groupings. In general, the role of the counselor consists of providing the following services:

1. Assisting administrators, teachers, students and parents in meeting the needs of the student in the areas of academic, social-emotional, and vocational development throughout the student's school career, and serving as a resource and referral person in these areas.
2. Assisting as a coordinator in the school's utilization of community resources.
3. To serve as a resource person in the selection, coordination and interpretation of group assessment instruments.

Specific Functions

The counselor's role is to function in the following areas as student needs, time allotment, and expertise allow. It follows, therefore, that the specific role of the counselor will be determined by the Principal and the school counselor. This may vary with the unique needs of each school.

Educational/Career Counseling

1. Promote good study skills by assisting students to understand their own learning styles and maximize personal potential by developing organizational skills. These skills will be developed cooperatively with school personnel and in close consultation with students and parents.
2. Assist in the monitoring of the progress of academically needy students and refer for tutoring, educational assessment and/or specialized programs as required.
3. Provide orientation to new students in the school.
4. Provide resources for staff and parents by offering resource material, referring to outside agencies and/or promoting an awareness of other outside resources.
5. Provide students with information thus stressing an awareness of relevant social issues and concerns.
6. Provide preventative programs in such areas as drug awareness, prevention of sexual abuse, personal safety and growth in self-esteem. These programs may be presented as school based programs or small group sessions.

Personal Counseling

1. Teach the skills of decision making, problem solving, conflict resolution and other necessary communication skills. Through these skills, students are assisted in their understanding of the impact of their behavior in relation to themselves and others.
2. Provide the opportunity for students to discuss personal concerns in a safe supportive environment.

3. Promote student wellness in the areas of positive self-concept, self-esteem, and self-worth; thus assisting students to be better equipped to actualize their potential.
4. Assist in the recognition of students at risk or in crisis and offer preventative, intervention and/or referral services.
5. Provide supportive liaison among students, staff and families.

JUNIOR HIGH SCHOOL LEVEL

Educational Counseling

1. Promote good study skills and work habits as well as develop organizational skills. A variety of methods are utilized including study skills workshops, distribution of binder reminders and distribution of literature to students and parents.
2. Promote student understanding of their own learning styles and maximize personal potential using an individualized approach or small group workshops.
3. Monitor student progress as requested by parents, teachers and administration and collect and communicate student progress information to the home, teachers and administration as requested.
4. Develop educational/course plans leading to desired educational goals and share information with students and parents.
5. Provide orientation to new students registering at the school and assist in preparing students for high school.
6. Refer students for tutoring, educational assessments and/or specialized programs as required.

Career Counseling

1. Assist in providing career materials and information to students and emphasizing the relationship between career choices and school subjects.
2. Provide opportunities for students to broaden their occupational awareness.
3. Act as a resource to classroom teachers who are providing career information through curriculum as well as provide teachers with interest inventories.

Personal Counseling

1. Assist students in taking responsibility for decision making using such methods as a pro-social skills program and peer support program.
2. Develop problem solving, communication and conflict resolution skills through on-going programs or in individualized counseling sessions.

3. Promote student self-concept in areas such as self-worth and wellness using a supportive social skills program.
4. Assist in the recognition of students at risk or in crisis and offer preventative and intervention services.

SENIOR HIGH SCHOOL LEVEL

Educational Counseling

1. Assist in the promotion and development of good study skills, work habits and organizational skills in order to promote student understanding of their own learning styles and maximize personal potential. Some of the ways this may be achieved are through small group sessions, individual sessions, classroom sessions and parental contact.
2. Assist in monitoring student progress which may include the development of a three year educational course plan for students, reviewing credits of high school students, referrals for educational assessment and tutoring and/or specialized educational programs.
3. Co-operate in the orientation of new students registering at the school.
4. Consult with and provide resources for staff and parents as necessary. Information on graduation requirements, post secondary institutions, study skills, scholarships and student loans will be made available.

Career Counseling

1. Assist in providing career materials and information to students and parents. For example: career day, various speakers, up-dating and maintaining the National Classification of Occupations (NCO) and Provincial and National Career profiles, referrals to and requests from outside agencies, career testing and utilizing computerized and non-computerized interest and aptitude testing.
2. Act as a resource to classroom teachers who are providing career information through curriculum (e.g. health, CALM, work experience).
3. Assist students prepare in job search skills, i.e. resume writing, interview skills, applications through individual small group or classroom assistance.

Personal Counseling

1. Assist students in taking responsibility for decision making through developing problem solving, communication and conflict resolution skills.
2. Assist students in understanding the impact of their behavior in relation to themselves and others through individual and small group sessions.
3. Provide the opportunity/environment for students to discuss personal concerns.

4. Aid in promoting student self-concept in areas such as self-worth/wellness using direct contact with students as well as identifying and encouraging achievement and promoting programs within the school.
5. Assist in the recognition of students at risk or in crisis and offer preventative and intervention services including pertinent resource materials and liaising with necessary agencies.

Evaluation

The educational services provided by counselors will be evaluated periodically, based on their annual written guidance and counseling program plans.

Reference: Section 61, School Act

Policy 1.6.3, Guidance and Counseling

Cross-Reference: Student Services Operating Procedures and Guidebook

Administrative Procedure 260

FIELD TRIPS AND EXCURSIONS

Background

Participation by students in special events such as field trips, athletic competitions, music and drama festivals, and student exchanges can significantly complement the educational program. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students.

Guidelines

1. It is expected that field trips and excursions will arise out of the curriculum and the Program of Studies, out of extra-curricular inter-school athletic or scholastic programs, and programs that are supportive of school goals.
2. Field trips and excursions that are not directly sponsored by a school or the District are the total responsibility of the planners, tour agencies and transportation agencies involved.
3. High risk activities are those activities described in the document "*Safety Guidelines for Physical Activities in Alberta Schools*", and particularly those described in section: "Outdoor Education". **High risk activities include water activities (swimming, canoeing, kayaking, etc), skiing and snowboarding, cross-country skiing and snowshoeing, and travel to the United States and International Countries.**

Procedures

Part A: Supervision

1. A ratio of approximately one adult supervisor for every twelve students is required. In determining the supervision ratio, consideration must be given to the age and nature of the students, the type of activity planned, and the risks involved. However, at all times the level of supervision will be manageable and adequate to ensure the acceptable levels of student behaviour and safety.
2. For overnight field trips there must always be a minimum of one adult supervisor as the same gender of the students who are travelling.
3. Administrative Procedure 402 – Criminal Record Check shall be followed.
4. Teachers are responsible for informing accompanying adults of the expectations and responsibilities of supervising, and any other information on a "need to know" basis, including reinforcing the confidential nature of this information.
5. The Field Trip Leader shall be a teacher of the school who has volunteered to plan and coordinate the trip. If, for some reason, the field trip leader cannot attend the

field trip, the field trip shall be cancelled, unless a knowledgeable, alternate teacher replacement, who is approved by the Principal, volunteers to conduct the field trip. At no time shall a teacher employed as a “Substitute” or “Classroom Supervisor” be allowed to be a Field Trip Leader.

6. The Principal shall ensure that the continuity and quality of instruction for other students that the teacher instructs would not be seriously impaired by the teacher’s absence.
7. All field trips which are conducted outside the instructional day, (e.g. evenings, weekends, holidays), must be undertaken with the understanding that compensating salary or time off in lieu of salary will not be provided to staff or agents of the District.
8. Use or possession of intoxicants or controlled substances is not permitted for students or supervisors.
9. For high-risk activities, competent instruction and supervision in these activities are mandatory. Competence may be established by virtue of a certificate from a governing body for activities such as skiing, swimming, and canoeing. In areas where certificates are not issued, competency may be that recognized by virtue of experience and demonstrated expertise in the activity.

Part B: Planning

1. All field trips sponsored by the District’s schools shall have educational goals that demonstrate that the experience is an extension of the educational program.
2. Field trip planning shall ensure the safety of both participating students and supervisors. Planners shall perform a risk analysis of trip activities, proposed field trip locations, and possible weather conditions.
3. All participants in the trip or excursion must be dressed and equipped in a manner appropriate to the activities to be undertaken.
4. The spiritual dimension of the activity must be planned, including attending Mass or a religious celebration when the trip includes a Sunday or special religion holiday like Good Friday.
5. The school may pay a portion of the costs related to all categories of student travel. Some costs may be the responsibility of the participants, either through direct payment or through fund-raising activities.
6. For class field trips organized by the teacher, no student shall be excluded from the field trip because of an inability to pay additional fees. Extra-curricular teams (sports, drama, music) and student travel groups may exclude individuals if they are not able to pay.
7. In order to ensure informed consent, parents shall be provided with the following information in writing:
 - 7.1 Purpose or educational goal of the field trip.

- 7.2 Proposed itinerary.
 - 7.3 Safety precautions in place to deal with activities involving risk.
 - 7.4 Emergency procedures to be followed in the event of injury, illness or unusual circumstances.
 - 7.5 Need for additional medical coverage/travel insurance for out-of-country trips.
 - 7.6 Method of transportation to be used.
 - 7.7 Arrangements for supervision.
 - 7.8 Cost to the student.
8. Meaningful alternate in-school learning experiences shall be made available for those students not going on the trip if the Principal so warrants.
 9. Since extended field trips infringe upon the instructional time in other subject areas, the Principal must ensure that the value of an excursion is not greatly outweighed by the loss of instruction in regular programs. In consultation with the teachers, students, and parents concerned, the Principal shall make adequate provisions for students to maintain normal progress in their other subject areas.
 10. Students, parents and adult supervisors shall be informed of behavioural expectations on field trips, including consequences such as being sent home at the parents' expense, or other consequences upon return.
 11. Field Trip records shall be available to the trip supervisors and kept in the school office for emergency use. Such records shall include:
 - 11.1 Principal's authorization (eg. Principal signs and dates the teacher's Letter to Parents).
 - 11.2 Itinerary.
 - 11.3 Parent consent completed only once (Form 260A).
 - 11.4 All information provided to parents.
 - 11.5 List of participating students.
 - 11.6 List of supervisors.
 - 11.7 Injury incident reports once the trip is completed (**Form 311**).
 12. For high-risk activities and field trips that are longer than four nights, the Principal may choose to inform the School Council if s/he so desires. Informing the School Council is required.
 13. Written parental consent shall be obtained for all field trips.
 - 13.1 Upon registration at each school, parents will complete a one-time only permission form for field trips within school hours.
 - 13.2 Parents must be notified in advance each time students leave school property.

- 13.2.1 For school activities outside the school boundaries and beyond the school day, such as inter-school sports or one-time extended excursions, parental permission must be obtained.
- 13.2.1.1 Parents must be given a schedule.
- 13.2.1.2 If the schedule changes, parents must be advised.
- 13.2.2 Parents must be informed if an activity is high risk.
- 13.3 Any field trip that does not fall into the above categories must have individual written parental consent.
- 13.4 Except in extenuating circumstances, supervisors shall not entertain major deviations to the proposed itinerary once parental permission has been received.
- 13.5 The parental consent form shall request medical and other information about the student that may be shared with the supervisors to ensure the well being of the child.
- 13.6 Special provisions may be required when seeking permission from parents if language, literacy, or cultural barriers exist.
14. Transportation must be arranged according to the Board's Student Transportation Policies.
15. The Superintendent may, at any time if special circumstances warrant, suspend any field trip or travel excursion, regardless of the level of approval obtained, if in the Superintendent's opinion it is not safe or appropriate to proceed.

Part C: Approval

1. Approval and notification must be as follows:

For day trips:

- ◆ The approval authority is the Principal.
- ◆ The trip must be first approved in principle during the planning stage.
- ◆ Parental consent is required.
- ◆ The trip must have final approval before departure.

For trips up to four nights within Alberta, or Northern British Columbia:

- ◆ The approval authority is the Principal.
- ◆ The trip must be first approved in principle during the planning stage.
- ◆ Parental consent is required.
- ◆ The trip must have final approval before departure.
- ◆ The Superintendent shall be notified prior to departure.

For high risk activities:

- ◆ The trip must be first approved in principle during the planning stage.
- ◆ The approval authority is the Principal.
- ◆ The Superintendent must be notified and reserves the right to cancel or alter the trip's arrangements.
- ◆ Parental consent is required
- ◆ The trip must have final approval before departure.
- ◆ The School Council must be informed.

For trips that are more than four nights within Alberta or Northern B.C.

- ◆ The trip must be first approved in principle at least three months prior to departure.
- ◆ The approval authority is the Board as per Policy 2 – Role of the Board.
- ◆ The Board must approve the trip in advance prior to the school informing the parents and students about the trip.
- ◆ Parental consent is required.
- ◆ The trip must have final approval before departure.
- ◆ The School Council must be informed.

1.5 For all other trips:

- ◆ The approval authority is the Board.
- ◆ The trip must be first approved in principle at least three months prior to departure. The Board notes that special events and National competitions may require approval in a much tighter timeline.
- ◆ Service components need to be planned as part of International Trips.
- ◆ Parental consent is required.
- ◆ The trip must have final approval before departure.
- ◆ The School Council must be informed.
- ◆ All students travelling internationally in school sponsored field trips must provide proof that their vaccinations are up to date. Students who refuse will not be permitted to travel.

2. Approval Summary Chart:

Type of Field Trip	Approval Authority	Approval in Principle	Final Approval	Additional Notification/ Consultation
Day Trip	Principal	Yes	Yes	None
Up to 4 nights within Alberta or Northern B.C.	Principal	Yes	Yes	Notify Superintendent
High Risk Activities	Principal	Yes	Yes	Notify Superintendent inform-School Council
More than 4 nights within Alberta or Northern B.C.	Board	At least 3 months prior	At least 2 months prior	Notify Superintendent inform School Council
All other Trips	Board	At least 3 months prior	At least 2 months prior	Notify Superintendent inform School Council
International Field Trips	Superintendent	No	At least 1 month prior	All vaccinations including measles must be up to date

Reference: Section 12, 20, 45, 60, School Act

“*Safety Guidelines for Physical Activity in Alberta Schools*” 2009, Alberta Centre for Injury Control and Research, Edmonton.

Measles Policy Alberta Health & Wellness 2008

Deputy Minister email August 24 2008

Cross-Reference: Administrative Procedure 330 – Student Conduct and Consequences Policy

Administrative Procedure 402 – Criminal Record Check

April 2009 Update

Administrative Procedure 270

SCHOOL LIBRARIES

Background

District students will be provided access to an effective school library program that is integrated with instructional programs.

Goals and Objectives

The school library shall attempt to:

1. Develop library skills that the student may use throughout life;
2. Contribute to the decision making skills of students;
3. Develop the student's ability to research and evaluate, as well as satisfy his/her own interests;
4. Develop student's skills for organizing and using information;
5. Develop student's skills listening, viewing and communicating (e.g. reading, writing, speaking);
6. Provide resources for assisting the teaching staff to improve their professional competencies, and to provide resources for better instruction; and
7. Develop positive student attitudes toward the library.

Procedures

1. The Principal is responsible for ensuring the School Library Program operates in a manner consistent with the above goals and objectives.
2. The school, in consultation with the Superintendent, shall develop procedures relative to:
 - 2.1 Selection of materials;
 - 2.2 Weeding of materials; and
 - 2.3 Challenging of controversial materials.
3. The selection of learning resources will satisfy the Alberta Education's statement on controversial issues in the classroom.
4. The Principals and library personnel, in cooperation with classroom teachers, shall plan together for the integration of the library program and classroom instructional program in their schools.

5. The Library program shall be evaluated in accordance with the District's and the School's plans and goals.
6. Professional direction will be provided through the services of the Peace Library System.

Reference: Section 39, 60, School Act
Administrative Procedure 271 – Challenged Resources

Administrative Procedure 271

CHALLENGED RESOURCES

Background

It is recognized that, in some instances, a parent, resident or employee of a school jurisdiction may have concern about a particular learning resource which may or may not be available to a student. This person may appeal, at any time, directly to the school or, finally, appeal in writing to the Superintendent concerning the particular resource.

Procedures

1. The following procedures for dealing with challenged materials shall be used:
 - 1.1 The complainant shall be given a copy of the Resource Selection procedure and a standard form requesting reconsideration of the resource. The form which should be used is that which has been authorized by the Superintendent. The complainant shall sign the form and file it with the Principal and the librarian.
 - 1.2 The Principal and librarian/staff shall decide on the appropriateness of the material in question and may withdraw it from general circulation.
2. If the Principal and Librarian/staff feel the material should not be withdrawn, they shall explain to the complainant:
 - 2.1 The instructional materials selection procedure;
 - 2.2 The selection criteria;
 - 2.3 The qualifications of those persons selecting and/or recommending the material;
 - 2.4 The intended place and usefulness that the challenged material occupies in the education program;
 - 2.5 Any pertinent additional information regarding the use of the material such as evaluations in standard selection tools and reviews in professional periodicals.
3. The request for reconsideration shall be referred to a Review Committee for re-evaluation of the resources, at the discretion of the Principal and the librarian. The committee, formed by the Principal, shall include, when appropriate:
 - 3.1 One member of the school teaching staff, preferably chosen by the school staff;
 - 3.2 The librarian/library assistant;
 - 3.3 Student representation, at the discretion of the Principal and librarian;
 - 3.4 School Council representation.

4. After receiving a request for formal reconsideration of an instructional material, the Principal shall establish a meeting date as soon as possible. He/she will advise the complainant as to the decision of the Committee.
5. If the complainant is still dissatisfied, the Principal and the librarian/staff may request in writing that the Superintendent resolve the issue.
6. Certain materials may be considered unsuitable only for certain age groups/grade levels. In such cases, materials shall be shelved separately from the main collection and be accessed only through a teacher and/or librarian.

Reference: Section 39, 60, School Act
Administrative Procedure 270 – School Libraries

Administrative Procedure 280

PROGRAM EVALUATIONS

Background

In order to ensure efficiency and effectiveness in meeting the District's mission, mandate and the requirements of Alberta Education, the Superintendent requires that program evaluations be undertaken when deemed necessary. The following procedures apply.

Procedures

1. Program Evaluations at the school and/or jurisdiction level are to be conducted when deemed necessary to ensure that individual student's needs and provincial curriculum requirements are met. Evaluations, in line with established priorities may focus on any or all of the following criteria:
 - 1.1 Provincial requirements;
 - 1.2 Individual student needs;
 - 1.3 Correlation between planning and program delivery;
 - 1.4 Resource utilization;
 - 1.5 Staff placement, utilization and development; and/or
 - 1.6 Student access.
2. Where the Superintendent requires program evaluations to be undertaken that place additional financial or other burden on District Office personnel or a school staff, the Superintendent will allocate funds for this purpose.
3. The Superintendent will prepare a schedule for program evaluations and make the schedule available to all stakeholders.

Reference: Section 60, School Act

Administrative Procedure 290

COURSE CHALLENGE

Background

Course challenge is a provision that allows senior high school students to challenge the outcomes for a course by participating in a formal assessment process, rather than taking the course. If successful, students are given credits in that course.

Procedures

1. The student shall initiate the course challenge process, and shall take the responsibility for providing evidence of readiness to challenge a course (e.g. a portfolio, other collection, or documentation of work and/or experience, a recommendation from a junior high teacher, etc. Student applications are due one month prior to the school's examination schedules.
2. Course challenges shall be administered by the senior high school attended by the student, according to its policy, only after the student is enrolled in the school.
3. Students challenging final exams must do so during the individual school's challenge and regularly scheduled final examination periods. This will include re-writes of final examinations.
4. The Principal shall make the final decision about the student's readiness for the course challenge.
5. The Principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning expectations for the course as outlined in the *Program of Studies*, in a timely and practical manner.
6. For course challenges, where the students have not been enrolled in the course before, the final exam/assessment shall be weighted 100%. Students will demonstrate that they have mastered the required expected learning outcomes. The challenge assessment may include a variety of assessment procedures including written submissions, and/or an oral examination or interview, in addition to the scheduled final examination
7. The Principal shall assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.
8. The Principal shall report a student's achievement in a course challenge according to the directive in the *Guide to Education, Senior High School Handbook*: "Reporting Student Achievement in High School Subjects."
9. A student, who successfully demonstrates through the course challenge process that he or she possesses the learning expectations for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course

challenged. For diploma examination courses, the school-awarded mark is to be combined with the diploma examination mark before a final course mark or credit is possible.

10. Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for "pass" for courses lower in the course sequence shall be awarded.
11. A school shall not charge funded high school students or their families a fee for administering course challenges.
12. A student, who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.
13. If a student chooses to take a course in the same semester in which he or she attempts a course challenge either successfully or unsuccessfully, the school shall submit only the course mark. That is, in such circumstances, any mark achieved through the course challenge process is invalid, and the school will be funded for the full credit enrolment unit.
14. A student shall attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise her or his mark, the student is required to take the course.

Reference: Section 12, 20, 60, School Act
Guide to Education, ECS to Grade 12

Administrative Procedure 291

PERFORMANCE BOND

Background

It is important for students to examine their abilities and interests and to design and plan a High School program that will meet their academic needs and interests. In order to achieve these goals, it is expected that students will successfully complete the High School courses in which they are registered. Therefore, students or their parents may be required to pay a refundable deposit to the District where the student has failed to complete a high school credit course and is repeating the course.

Definitions

Courses completed: A student meets the requirements of Alberta Education for CEU funding.

Performance Bond: A financial commitment by a student to the Board that insures the student will pay the cost of a course not completed.

CEU: A Credit Enrolment Unit is the measurement used by Alberta Education for funding purposes.

A CEU is paid when a student:

1. Has received a passing mark of 50% or more in a course or in the case of a diploma examination course, on the school awarded mark for the course, or
2. Has received a mid-term mark and has earned a mark of 25% or better in the course according to the student evaluation policies of the Board and has either
 - 2.1 Completed at least 50% of the course content, or
 - 2.2 Attended at least 50% of the classes in the course.

Guidelines

1. It is generally expected that students will enter high school with a plan to graduate within three years. Students may apply to extend the three years given reasonable circumstances. These could include Knowledge and Employability, family circumstances, illness and exploratory programs.
2. School personnel shall assist and counsel all students in planning their program throughout the years they are in attendance at the High School.
3. Students are expected to register in courses that meet their academic abilities and interests. School personnel shall advise students to select courses based on their

interests, past academic performance and levels of success. It is an expectation that students will make every effort to complete their courses.

4. Students who do not complete a course for funding purposes may be required to pay a refundable deposit should they wish to repeat the course.
5. The bond fee schedule and the intent of this policy will be set and reviewed annually by the Superintendent.

Procedures

1. All students, who register at the High School, and their parents/guardians, shall be informed that a student program portfolio and the appropriate courses will be designed in consultation with school personnel. This portfolio will be reviewed annually. They will also be informed of the CEU funding and the financial implications of courses not completed.
2. The policy applies to all high school students, including those who register from outside of the regional boundaries.
3. Schools shall develop and advertise their procedures for collecting and refunding fees, as well as exceptions to this Administrative Procedure, and must clearly indicate that the money be refunded to the individual who has paid the deposit (either parent or student) as soon as it is practical, after the student successfully completes the course.
4. The individual who is required to pay the deposit, either the parent or the student, may appeal to the Principal to have the refundable deposit waived.
5. The refundable deposit amount will be \$100 per applicable course.

Reference: Section 12, 60, School Act