

## **INSTRUCTIONAL PROGRAMS & MATERIALS 200**

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## Administrative Procedure 200

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### ORGANIZATION FOR INSTRUCTION

#### Background

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

#### Procedures

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

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

## Administrative Procedure 201

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### RELIGIOUS PERMEATION

#### Background

The *Alberta Human Rights Act* requires a school board to give notice to a parent or guardian when courses of study, educational programs, instructional materials, instruction or exercises include subject matter that deals primarily and explicitly with religion.

All of the schools in this district are Catholic Separate Schools, the essential purpose of which is to fully permeate Catholic theology, philosophy, practices and beliefs, the principles of the Gospel and teachings of the Catholic Church, in all aspects of school life, including in the curriculum of every subject taught, both in and outside of formal religion classes, celebrations and exercises.

Every course of study and educational program, all instructional materials, instruction and exercises will at all times include subject matter that deals primarily and explicitly with religion.

Instruction in religious education shall be provided for all students attending Division schools.

#### Procedures

1. The above background statement is to be present on all registration forms for all schools and programs.
2. Where possible, schools and teachers are encouraged to resolve concerns or complaints from parents regarding religious permeation at the local level.
3. When a concern or complaint has been brought forth, the following steps will apply:
  - 3.1 If a parent has a complaint related to the provision or non-provision of notice or the exclusion of his or her child from instruction, the parent must first address the issue with the teacher. In the event that the matter cannot be resolved in this normal course of discussion with the teacher involved, the parent shall provide the teacher with a written statement outlining the purported breach, the action explained in sufficient detail to allow for a full analysis to take place.
  - 3.2 Upon receipt of a formal complaint in writing, the teacher may continue to attempt resolution in an informal and Without Prejudice basis.
  - 3.3 In the event that the matter cannot be resolved between the teacher and the parent, either the parent or the teacher may refer the matter to the Principal.
  - 3.4 The Principal may engage in discussion with the parent and the teacher, separately or together, on a Without Prejudice basis, in a further attempt to resolve the matter.

- 3.5 In the event that the matter cannot be appropriately resolved at the school level, either the Principal, teacher or parent may refer the matter to the Board for resolution via the procedures outlined in policy 13, section A. "All matters Other Than the Expulsion of a Student," and as directed by the Minister of Education. In the event of such a referral, the teacher shall provide a statement in writing responding and providing an analysis of the complaint.

Reference: Section 3, 20, 50, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12  
Bill 44, Human Rights, Citizenship and Multiculturalism Amendment Act

## Administrative Procedure 202

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### RELIGIOUS EDUCATION

#### Background

The achievement of the Division's mission is strongly supported by the provision of formal religious instruction and religious celebrations within the school.

Instruction in religious education shall be provided for all students attending Division schools.

#### Procedures

1. The religious education program will include both formal classroom instruction and religious celebrations.
2. Parents may have their students exempted from religious instruction by submitting a written request for such exemption to the teacher.
  - 2.1 If a parent formally requests (in writing) exclusion from a religious education program, the teacher shall allow the student to leave the classroom/location where the instruction/activity is being provided; or remain present but not take an active part.

Reference: Section 3, 20, 50, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12  
Bill 44, Human Rights, Citizenship and Multiculturalism Amendment Act

## Administrative Procedure 205

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### CONTROVERSIAL ISSUES/MATERIALS

#### Background

Alberta Education, in response to representations made regarding the treatment in school programs of such matters as Canadian content, family life education, sex-stereotyping and evolution, established provincial policy to deal with controversial issues. Included in their policy guidelines was a recommendation that Divisions establish local procedures regarding the identification and treatment of controversial issues and materials in the classroom.

Students are to have classroom experience in selecting and organizing information that facilitates drawing intelligent, rational conclusions.

#### Procedures

1. For sound judgments to be made, information regarding controversial issues is to:
  - 1.1 Represent alternative points of view.
  - 1.2 Appropriately reflect the maturity, capabilities and educational needs of the students.
  - 1.3 Reflect the requirements of the course as stated in the Program of Studies.
  - 1.4 Reflect the neighbourhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.
2. In dealing with controversial issues and topics, school administrators are expected to consult with parents regarding the issues to be covered, the materials to be used and the approach to instruction in the classroom.
3. Parents may request, in writing, the exclusion of their child(ren) from formal instruction or activities dealing with a particular controversial issue.
4. Parents have the right to formally challenge the use of a particular instructional resource on the grounds of sex, racial, ethnic or cultural stereotyping or offensiveness to community standards.
5. When offering programs that are controversial in nature the Principal is responsible for:
  - 5.1 Reviewing program content and materials to ensure conformity to Board policies and Division administrative procedures;
  - 5.2 Communicating to parents the nature of the program and holding a parent meeting to review program content and materials, respond to parental concerns and inform parents of their right to exclude their children from certain program elements;

- 5.3 Ensuring that staff are adequately in-serviced to ensure effective program delivery; and
  - 5.4 Ensuring that alternative learning activities are provided for excluded students.
6. In the event of a parental challenge to the use of a particular learning resource:
- 6.1 A meeting will be arranged between the parent and the teacher with the Principal to discuss the nature of the concern.
  - 6.2 If the issue cannot be resolved at this level, the Principal will advise the parent of their right to formally challenge the use of the resource. Such challenge is to be directed in writing to the Superintendent outlining the specific content of the resource that is found objectionable and the specific reasons for the objection.
  - 6.3 The Superintendent will meet with the person challenging the resource and the Principal to review the appeal.
  - 6.4 The Superintendent will conduct a hearing at which the challenger and the instructors may present their respective cases.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12  
Bill 44, Human Rights, Citizenship and Multiculturalism Amendment Act

## Administrative Procedure 206

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### HUMAN SEXUALITY EDUCATION

#### Background

The increasing prevalence of Sexually Transmitted Diseases (STDs) and Acquired Immune Deficiency Syndrome (AIDS), and the often life-threatening nature of these diseases are a cause for deep concern. The Division and public health officials have a responsibility to protect the health and safety of our youth by providing medically accurate and timely information to students about STDs and AIDS.

It is equally important, however, that a complete education program that addresses the moral and ethic aspects of disease prevention be provided. Further, such a program must be consistent with our Catholic philosophy and be in keeping with the basic moral principles of respect and dignity for all human life, endeavouring to respond as Jesus did – in a way consistent with Gospel values.

The Division recognizes the need for schools to provide students with current and medically accurate educational information and instruction on Sexually Transmitted Diseases (STDs) including Acquired Immune Deficiency Syndrome (AIDS).

#### Procedures

1. Formal classroom instruction on STDs and AIDS will be presented at appropriate grade levels and integrated into provincial Health Curriculum and the Religious Education and Christian Family Life Programs (See Appendix).
2. This information is to be presented in a Catholic, ethical context. It must be made clear to the students that the only way to avoid STDs is to do what one is morally obligated to do: confine genital sexual activity to monogamous marriage.
3. Given that much of the information about the use of condoms or other methods to avoid STDs is publicly available to students, the approved program of the Division will attempt to provide the correct technical information at appropriate grade levels, using the Catholic ethical context.
4. School personnel will explain the rationale of this program to parents and to any other interested stakeholders prior to the introduction of the unit.
5. Parents will be encouraged to become familiar with the information being presented to their children at various grade levels.
6. Staff in-service sessions will be conducted initially and on an ongoing basis as required.

7. Use of community resource personnel is encouraged, as long as the presentation is done in a manner respectful of the Catholic moral and ethical position.
8. Resources used in teaching of units involving STDs/AIDS or related areas must be approved by the Superintendent and the Principal. A list of approved resources will be made available to the school.
9. Parents may opt to withdraw their children from instructional classes on STDs/AIDS by written request to the teacher.

Reference: Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12  
Bill 44, Human Rights, Citizenship and Multiculturalism Amendment Act

## Administrative Procedure 206 – Appendix

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### INTEGRATION OF INSTRUCTION ON STDS AND AIDS INTO THE SCHOOL CURRICULUM

#### Curriculum Areas

1. The Grade 8 Christian Family Life/Health Program in Theme V, the unit on STDs.
2. The Grade 9 Christian Family Life/Health Program in Theme V, the unit on STDs and AIDS, in particular.
3. The Religious Studies 15 Program "Community Called Church" in the core unit on "Morality".
4. The Religious Studies 35 Program in the sections dealing with Social Relationships and the Sacrament of Marriage.
5. Other grade levels and in other subject areas as a basis to answer student questions concerning STDs as they arise.

#### Basic Resources

1. *AIDS* – Edmonton Catholic Schools, Spring, 1987
2. *AIDS Education – A Program for the Catholic Schools in Ontario*, Institute for Catholic Education, Toronto, Ontario, 1987
3. "AIDS Video", Calgary Separate School Board
4. *Christian Family Life/Health Program*, Edmonton Catholic Schools
5. "Teachers Notes for Teaching Junior Secondary Students About AIDS", Bro. Graham Rossiter
6. "What We Know About AIDS – Update 1986", Wm. C. Brown Co.
7. "You Almost Have To Choose To Get AIDS", Edmonton Catholic Schools, 1988

## Administrative Procedure 210

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### EARLY CHILDHOOD SERVICES

#### Background

Early Childhood Services (ECS) is a voluntary program, the objective of which is to integrate educational, health, social and recreational services for pre-school aged children. The program is designed to strengthen the sense of dignity and self worth of the child and provide parents opportunities to actively participate in their children's programming.

The Division will provide an Early Childhood Services program designed to enhance student abilities and skills, and address children's developmental needs.

#### Procedures

1. ECS programs will utilize an integrated approach to learning that involves parents, staff and community, and reflect the basic principles documented in Appendix A.
2. The program will be consistent with the Philosophy, Goals and Program Dimensions prescribed by Alberta Education and the Division.
3. Eligibility for entrance to ECS programs will be as outlined in Appendix B.
4. Enrollment in ECS is voluntary.
5. Current provincial regulations with respect to safety standards, programs, policies, teachers, records, finance and insurance will be strictly maintained.
6. Each severely disabled child for whom a Program Unit Fund has been accessed will be served through an individualized program.
7. The Superintendent is responsible for:
  - 7.1 Establishing and meeting Alberta Education program and policy requirements.
  - 7.2 Employing certificated teachers.
  - 7.3 Utilizing approved facilities.
  - 7.4 Assessing children for whom special needs grants will be claimed.
  - 7.5 Monitoring and evaluating the ECS Program.
  - 7.6 Submitting annual reports as required by Alberta Education.
  - 7.7 Monitoring financial and insurance requirements.

8. The Principal is responsible for:
  - 8.1 Assisting teachers in areas of program planning, implementation and evaluation.
  - 8.2 Assisting in the identification of staff development needs.
  - 8.3 Monitoring and evaluating the operation of the ECS program.
  - 8.4 Establishing a Local Advisory Committee (L.A.C.).
  - 8.5 Ensuring that enrollment and attendance records are adequately maintained.
9. The ECS teacher is responsible for:
  - 9.1 Program planning, implementation and evaluation in accordance with the Early Childhood Services program goals.
  - 9.2 Developing an individualized program plan for students identified as mildly, moderately or severely disabled.
  - 9.3 Providing parents opportunities to actively participate in the ECS program.
10. Parents are responsible for:
  - 10.1 Assisting in the identification of program needs in relation to the philosophy, goals and program dimensions.
  - 10.2 Being involved in the Local Advisory Committee (L.A.C.) of the ECS program, and/or the School Council.
  - 10.3 Supporting the program through activities such as assisting in the classroom as an aide or a special resource person and attendance at education programs for parents and other locally planned activities.

Reference: Section 8, 30, 60, 61, 113 School Act  
Early Childhood Regulation 31/2002  
Early Childhood Policy 1.1.3  
Funding Manual for School Authorities  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 210 – Appendix A

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### EARLY CHILDHOOD SERVICES PRINCIPLES

Early Childhood Services is based on the following principles:

1. Human development is a continuous, sequential, interactive process.
2. Early childhood is a particularly significant period in human development.
3. The self-concept is important in human development.
4. Children learn through interaction with their environment.
5. Play is essential to the child's development.
6. Parents are primary agents in the child's development.
7. There is need for coordinated responsive services.

Reference: Section 8, 30, 60, 61, 113 School Act  
Early Childhood Regulation 31/2002  
Early Childhood Policy 1.1.3  
Funding Manual for School Authorities  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 210 – Appendix B

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

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

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

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

Reference: Section 8, 30, 60, 61, 113 School Act  
 Early Childhood Regulation 31/2002  
 Early Childhood Policy 1.1.3  
 Funding Manual for School Authorities  
 Standards for Special Education  
 Standards for the Provision of Early Childhood Special Education  
 Policy 13 – Appeals and Hearings Regarding Student Matters

## Administrative Procedure 211

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### ENGLISH LANGUAGE LEARNING

#### Background

English Language Learning (E.L.L.) is a program designed to provide specialized service for students who require assistance in acquiring an English language foundation.

The Division supports the provision of an English Language Learning program for students requiring assistance with the acquisition of basic English language skills.

#### Procedures

1. Eligibility for the program shall be determined by a student's linguistic, cultural and academic needs.
2. The program may vary in length and intensity depending on the student's needs.
3. The program shall follow the policies, guidelines and procedures established by Alberta Education.
4. Program availability within the Division will be determined annually based upon:
  - 4.1 The number of students requiring the program;
  - 4.2 The availability of appropriate facilities and qualified staff;
  - 4.3 Program costs; and
  - 4.4 Other factors considered relevant by the Superintendent.
5. Each year Principals will submit to the Superintendent a list of students requiring E.L.L. instruction.
6. If the number of students identified warrants the establishment of an E.L.L. program, the Superintendent in consultation with school-based staff will establish a program to meet those needs.
7. If an appropriate program cannot be offered in the Division, arrangements may be made to purchase services from another Division.
8. Written parental approval is required before students are registered in an E.L.L. program.

Reference: Section 8, 9, 20, 39, 45, 60, 61, 113 School Act  
Policy 1.5.1 – English as a Second Language  
Funding Manual for School Authorities

## Administrative Procedure 212

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# FRENCH LANGUAGE INSTRUCTION

### Background

Students are to be given the opportunity to learn both official languages as part of their instructional program.

### Procedures

1. Schools in the Division will provide opportunities for French language learning through the provision of French as a Second Language programs beginning in grade 4, where possible.
  - 1.1 All students in grades 4 to 6 shall be given the opportunity to take French as a Second Language.
  - 1.2 French as a Second Language shall be offered for a minimum of one hundred fifty (150) minutes per week in grades 4 to 6. Daily French instruction will be the goal.
  - 1.3 French shall be offered as a complementary course in grades 7 to 9.
  - 1.4 French shall be offered for a minimum of seventy-five (75) hours per year in grades 7 to 9.
  - 1.5 French courses shall be offered in grades 10 to 12 and the time provisions shall be consistent with Alberta Education requirements.
  - 1.6 The French as a Second Language program is to develop an appreciation of the French culture as well as developing knowledge and awareness of the language.
  - 1.7 The teaching of French shall reflect the “natural learning” philosophy as stated in the teacher resource guide.
  - 1.8 Community resources may be used to enhance the provision of French as a Second Language programs.
2. When French language programs within the Division do not meet the needs and the rights of Francophone students under Section 23 of the Canadian Charter of Rights and Freedoms, the Division will honour the individual's rights.
  - 2.1 When a request is made for a different placement of a Francophone student, the Superintendent will examine the rights of the student under the Canadian Charter of Rights and Freedoms and will decide on the placement of the student by following the Charter guidelines.

Reference: Section 6, 9, 10, 11, 21, 45, 60, 61, 113 School Act  
Section 23, Canadian Charter of Rights and Freedom  
Policy 1.5.2 – French as a Second Language and French Language Immersion  
Guide to Education ECS to Grade 12

## Administrative Procedure 213

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### SPECIAL EDUCATION

#### Background

The diverse nature of student needs and abilities often dictates the establishment of special programs and/or teaching strategies. These programs are designed to address both ends of the spectrum, from gifted students to students with specific educational disabilities. These students differ from others in that they require special curricula and methods of instruction to fully realize their educational potential.

The Division supports the provision of education programs for exceptional students with special needs including gifted or educationally disabled students.

#### Procedures

1. The Principal shall establish each year the numbers and kinds of special instructional programs needed based upon the following considerations:
  - 1.1 The academic, physical, emotional and social needs of the students.
  - 1.2 The number of students requiring a particular program.
  - 1.3 The availability of appropriate facilities.
  - 1.4 The availability of appropriately qualified staff.
  - 1.5 Program costs.
  - 1.6 School and Division based budgets.
  - 1.7 Other factors significant to a specific program.
2. The needs of exceptional children will be identified through individual assessment and/or classroom observation. Parental input will also be taken into consideration.
3. Placement of students in special education programs will be determined by the Principal and/or designate in meaningful consultation with the parent. (The Superintendent, Director of Student Services, and/or other Division staff may be able to resolve conflicts regarding student placement in special education programs, however, formal appeal under Board Policy 13 is to the Board. This is also a matter that a parent may request a review by the Minister under Sections 124 and 125 of the School Act.)
4. Program development, implementation and evaluation will be consistent with Alberta Education guidelines and/or approved curricula.
5. Programs for exceptional students are to encourage appropriate integration into the regular school environment wherever appropriate.

6. Programs for exceptional students are to involve parents in the development and implementation of a student's program.
7. Special education programs will be evaluated in accordance with the program evaluation policy, guidelines and procedures.
8. The specific process is as follows:
  - 8.1 Students with potentially exceptional needs, as identified by the counsellor, teachers and/or parents are to be referred through the Principal for further assessment.
  - 8.2 All referrals for further assessment, such as outside agencies and/or individual assessment outside of regular classroom practice must have parental consent.
  - 8.3 Parents must be informed of assessment results and recommendations by appropriate personnel.
  - 8.4 Written parental permission is required before a student is placed in a special education program and parents must be informed of any program change.
  - 8.5 Placements will be reviewed annually by the Principal.
  - 8.6 The teacher, along with appropriate personnel, will develop an individual program plan for each student with exceptional needs, and this plan will be reviewed and signed by parents.
  - 8.7 Individual program plans must be developed within a reasonable length of time.
  - 8.8 Student progress will be regularly evaluated in terms of stated objectives and reported to parents.
  - 8.9 Support services will be available to help with the development, implementation and evaluation of all special education programming.
  - 8.10 The Principal will submit an annual report on special education programs to Division Office by June 30 of each year.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 School Act  
 Student Record Regulation 71/99  
 Early Childhood Services Policy 1.1.3  
 Education Placement of Students with Special Needs  
 Policy 1.6.1 Special Education Policy 1.6.2  
 Guide to Education ECS to Grade 12  
 Standards for Special Education

## Administrative Procedure 215

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### OFF-CAMPUS EDUCATION

#### Background

Work experience and work study programs offer students unique opportunities to become familiar with the requirements of the work world. Alberta Education is expecting increased emphasis on these kinds of opportunities for students.

The Division supports the provision of work experience opportunities through the establishment of partnerships between the school and community agencies or businesses.

#### Definitions

Off-Campus Education – includes any course approved by Alberta Education delivered off-campus, in whole or in part which:

- Adheres to regulations and guidelines from Alberta Employment Standards, and Alberta Education policy and guidelines;
- Shall be supervised by a certificated teacher;
- May be undertaken at one (1) or more work stations and/or work sites; and
- Shall specify learner outcomes for each student.

Duty of Care – is a term used to describe the responsibilities that school authorities have in ensuring that students entrusted to them to be educated are placed in safe and caring learning environments.

Due Diligence – implies that everything reasonably possible is being done by the school authority and the employer to ensure the health and safety of students, teachers and the environment. Essentially, due diligence is achieved through constant monitoring and compliance with local policies and government regulations. Elements of a worksite health and safety program include:

- Establishing clearly defined policies, practices and procedures;
- Monitoring procedures to ensure that safe policies, practices and procedures are being followed;
- Communicating information on issues related to health and safety;
- Auditing/inspecting the learning environment;
- Training related to health and safety; and
- Investigating and reporting of accidents.

Green Certificate Program – is a joint program between Alberta Education and Alberta Agriculture. This series of agricultural credit courses is based on Agriculture, Food and Rural Development’s Green Certificate. It offers twenty-one (21) courses in seven (7) primary agricultural specializations. A statement in the Green Certificate Program of Studies says “Green certificate courses must be delivered in accordance with off campus education policy which requires each potential workplace to be inspected and approved by a person designated by the school authority.”

Imminent Danger – means a danger that is not normal for the occupation, or a danger under which a person in that occupation would not normally carry out in his/her work.

Work Station – means the specific off-campus location at which the student is involved in off-campus learning activities.

Work Site – means the off-campus location at which the student is involved in off-campus learning activities and may change frequently.

Job Shadow – means an off-campus visit to a work station/site for one (1) day or less for observation only.

Take Our Kids To Work Day (TOKW) – is voluntary and not an expectation associated with any provincially approved program of study.

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

- Is an integral part of the curriculum of a provincially approved school course or program;
- Is under the cooperative supervision of a teacher-coordinator;
- Has no additional credit given;
- Is part of a community partnership;
- Is non-credit with flexibility in the number of hours and the number of times a student may participate.

Off-Campus Courses – means senior high courses delivered off-campus for which a student may earn credit and includes:

- Work study
- Career Internship 10
- Work Experience 15, 25 and 35
- Registered Apprenticeship Program
- Green Certificate Program
- Workplace Readiness 16
- Workplace Practicum 26 and 36
- Knowledge and Employability Occupation courses.

Teacher Supervision – means that the responsible school has assigned a certificated teacher to:

- Provide face-to-face support, assistance and emergency contact for each student engaged in off-campus education, and
- Ensure procedures outlined in the policies and regulations are completed.

Career Internship 10 – means off-campus experiential learning undertaken by a senior high school student which:

- Is approved under policies established by Alberta Education;
- Is an integral part of a planned school program;
- Integrates off-campus experience with in-school instruction;
- Is under the cooperative supervision of a teacher-coordinator and the employer; and
- Constitutes a separate course based on twenty-five (25) hours per credit for a minimum of three (3) credits and a maximum of five (5) credits.

Work Experience – means off-campus experiential learning undertaken by a senior high school student which:

- Is an integral part of a planned school program;
- Is under the cooperative supervision of a teacher-coordinator and the employer;
- Constitutes a separate course based on twenty-five (25) hours per credit; and
- Is offered for a minimum of three (3) credits.

Work Experience in the Canadian Armed Forces – means the reserve program which:

- Constitutes a program plan and time-frame agreed to by the school, the student, the parent and the Canadian Forces; and
- Is offered for Work Experience 25 and 35.

Registered Apprenticeship Program (RAP) – means experiential learning undertaken by a senior high school student:

- As an integral part of a planned school program;
- Under the cooperative supervision of a teacher-coordinator and the employer;
- As a registered apprentice;
- That meets the statutes and regulations relating to apprenticeship training, and
- That constitutes a separate course based on twenty-five (25) hours per credit and a minimum wage requirement.

## Procedures

1. Work experience programs are available to high school students for three (3) or more credits based upon one (1) credit per twenty-five (25) hours of work experience.
2. Work study programs are available to junior or senior high students as an integral part of an approved course or program. No additional credits are given for work study programs.
3. Work experience/work study programs will be supervised by a designated teacher/work experience coordinator.
4. Work experience may take place between 7:00 a.m. and 10 p.m. Monday through Sunday.
5. Work study programs will be conducted during regular school hours.
6. Work experience programs will include both a classroom instructional component and a practical component. Generally, ninety percent (90%) of the program is to be practically oriented.
7. Parent/Guardian and employer approval is required prior to the student's placement in the program.
8. Wages do not have to be paid to students on work experience. The employer contribution is the instruction and training provided.
9. Transportation to and from a work station is the responsibility of the student.
10. Each work experience station will enter into a signed contractual agreement that clearly stipulates employer, student and school responsibilities, and expectations.
11. Students in work experience programs are deemed to be employees of the Government of Alberta and, in the event of accident or injury, are covered by workers compensation and, therefore, are unable to sue the employer.
12. Work experience programs must be approved by Alberta Education and conform to Alberta Education policies, guidelines and procedures.
13. The work experience coordinator is responsible for:
  - 13.1 Determining and registering suitable work stations in accordance with Alberta Education requirements.
  - 13.2 Ensuring that the Agreement for Work Experience form (Form 215-1) and other required forms are duly executed by students, parents and work site supervisors as required and filed with the Principal.
  - 13.3 Obtaining parental consent of dependent students to participate in the program.

- 13.4 Establishing, in consultation with each work station and the student, program objectives, expectations for the student and evaluation procedures.
  - 13.5 Maintaining ongoing liaison with work stations and periodically visiting sites to observe programs in action.
  - 13.6 Ensuring that student evaluation schedules are established and adhered to.
  - 13.7 Monitoring the work experience programs to ensure that instructional objectives are being met.
14. The employer has the right to terminate a student for reasonable cause. Depending upon the circumstances, an alternate work experience placement may be found to allow the student to complete the program.
15. The Principal shall submit to the Superintendent an annual report that documents:
- 15.1 Student enrollments by grade and sex.
  - 15.2 Program completion statistics.
  - 15.3 Major problems encountered.
  - 15.4 Evaluative feedback from students, parents and employees.
  - 15.5 Recommendations for improvement.
16. Approval of Work Stations
- 16.1 The Principal or designate shall approve work stations annually.
  - 16.2 The work station must be accessible with maximum travel time of one (1) hour for the supervising teacher-coordinator.
  - 16.3 The Principal shall confirm that for each work station:
    - 16.3.1 A certificated teacher has visited and inspected the station prior to approval;
    - 16.3.2 A record of the annual Work Station Inspection Form (Form 215-2) is signed by a school administrator and kept on file at the school;
    - 16.3.3 Signed copies of the Work Station Inspection Form, including the names of students participating in the program and their program placement are submitted to the Division Curriculum Department annually;
    - 16.3.4 The employer is aware of and respects the applicable legislation in the work environment; and
    - 16.3.5 The following criteria relative to placement of students are met:
      - 16.3.5.1 Adequate supervision by the employer is assured,
      - 16.3.5.2 A variety of learning opportunities are possible, and
      - 16.3.5.3 The work environment is age-appropriate.
    - 16.3.6 A specific learning plan shall be developed for each student.

## 17. Job Shadow

- 17.1 Before a student participates in a job shadow, a consent form shall be signed by the parent if the student is under eighteen (18) years of age.
- 17.2 The activity shall adhere to Administrative Procedure 260 – Field Trips/Excursions within the Province.

## 18. Take Our Kids to Work Day (TOKW)

- 18.1 Parents must assume liability for students, given that participation is initiated and organized by the parent.
- 18.2 Schools must obtain a parent/guardian consent form which is included in every Take Your Kid To Work parent guide distributed by Alberta Education each year.

## 19. Off-Campus Education Agreement

- 19.1 Before a student is placed at a work station, the appropriate Off-Campus Education Agreement shall be signed by the employer, the Principal, the student, and unless the student is an independent student, the parent.
- 19.2 Prior to the placement of students off-campus, the teacher is required to inform students that they are deemed to be workers of the Government of Alberta under the Workers' Compensation Act.
- 19.3 The original signed Off-Campus Education Agreement shall be retained in the student record. The employer and the student or parent shall receive a copy of the agreement.

## 20. Hours of Work

- 20.1 Students who are twelve (12), thirteen (13) and fourteen (14) years of age may participate in an approved Work Study program in the following general areas:
  - 20.1.1 Office and clerical work (delivery, filing, duplicating, telephone receptionist, messenger),
  - 20.1.2 Cashiering and selling,
  - 20.1.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays,
  - 20.1.4 Bagging and delivery of merchandise,
  - 20.1.5 Librarian's helper.
- 20.2 For Work Study, in all cases:
  - 20.2.1 The parent or guardian must provide the employer with written consent to the employment, and
  - 20.2.2 The employment must not have the possibility of being injurious to the life, health, education or welfare of the adolescent.
- 20.3 It is recommended that Work Study for adolescents take place between the hours of 8:30 a.m. and 4:30 p.m. Monday through Friday.

- 20.4 The working hours for senior high school Work Experience and Registered Apprenticeship students are restricted to 7:00 a.m. to 10:00 p.m. The exemption from the minimum wage requirement by the Employment Standards Branch, Alberta Labour and Workers' Compensation Board coverage by Alberta Education applies only during these hours.
- 20.5 For persons fifteen (15), sixteen (16) and seventeen (17) years of age, there are certain occupations where after 9:00 p.m. the young person must be in the continuous presence of at least one (1) other individual eighteen (18) years of age or older. The restrictions apply if a young person works in a:
- 20.5.1 Place that sells food or drink,
  - 20.5.2 Retail store,
  - 20.5.3 Retail business selling gas or other petroleum or natural gas products, or
  - 20.5.4 Hotel or motel.

## 21. Student Health and Safety

- 21.1 The Principal shall provide the student and employer with a telephone number for emergency contact when students are working after regular school hours.
- 21.2 Students will be informed of employer and worker health and safety responsibilities as outlined in the Occupational Health and Safety Act, Occupational Health and Safety Regulation and Occupational Health and Safety Code Order including the right to refuse unsafe work, identification of workplace hazards and working alone.
- 21.3 In the case of an accident or injury to a student involved in off-campus education, the Principal shall:
- 21.3.1 Ensure that the Workers' Compensation forms: Employer's Report of Injury or Occupational Disease, and the Employee's Report of Injury or Occupational Disease, together with a copy of the Off-Campus Education Agreement, is submitted within seventy-two (72) hours to the Workers' Compensation Board with a copy to Alberta Education.
  - 21.3.2 Enter the Alberta Education Account Code 345912/6 on the Employer's Report of Injury or Industrial Disease.
  - 21.3.3 Conduct an investigation into the circumstances surrounding the incident and ensure the necessary corrective action is taken.
  - 21.3.4 Advise the student and parent that they are responsible for initiating claims under the Workers' Compensation Board.

## 22. Registered Apprenticeship Program (RAP)

- 22.1 To receive credits under RAP, the student enrolled in a RAP course must be a registered apprentice in one of Alberta's designated trades.
- 22.2 It is recommended that students participating in RAP complete CTR1010, CTR1210 and CTR 2210 as prerequisite courses.

- 22.3 In addition to completing a Registered Apprenticeship Agreement, the RAP student and employer must complete an Apprenticeship Application and Contract for submission to Alberta Apprenticeship and Industry Training (Advanced Education).
- 22.4 Work hours can be accumulated for high school credit only after the Apprenticeship Application (Advanced Education) is signed.
- 22.5 The school must complete a Verification Form for Alberta Apprenticeship and Industry Training including the coordinator name and contact number, and retain a copy in the student's file.
- 22.6 The local office of Alberta Apprenticeship and Industry Training (Advanced Education) will approve the student registration in the Registered Apprenticeship Program.
- 22.7 Where required by related legislation and regulations, the instructor on the work site shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology.

### 23. Home Education

- 23.1 A student receiving instruction through home education or virtual school delivery strategies may enroll in the Registered Apprenticeship Program (RAP) or the Work Experience Program if the student's parent agrees that a certificated teacher employed by the Division is responsible for work station/work site inspections and approvals, learning plan development, monitoring and supervision of student's progress, and assessment of student's performance.

Reference: Section 18, 20, 39, 54, 60, 61, 113 School Act  
 Student Record Regulation 71/99  
 Off Campus Education Policy 1.4.3  
 Guide to Education ECS to Grade 12  
 Off Campus Education Guide for Administrators, Counsellors and Teachers, 2000  
 Registered Apprenticeship Program: Information Bulletin February 2003  
 Freedom of Information and Protection of Privacy Act  
 Section 75 Employment Standards Code  
 Labour Relations Code  
 Occupational Health and Safety Act  
 Worker's Compensation Act  
 Youth Criminal Justice Act

## Administrative Procedure 216

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### OUTREACH PROGRAM

#### Background

The Division believes that it has a responsibility to provide programming for those students who may be unable to benefit fully from a traditional school program, including those who may be at risk of school failure or non-attendance for social, emotional, behavioural, physical, health or other reasons.

The Division shall provide an outreach program as an educational alternative for students who, due to individual circumstances, find that the traditional school setting does not meet their needs. The program will allow students to access resources with a flexible approach to teaching and learning that may improve their ability to succeed academically and socially.

The Outreach School will operate as an alternative school for students who are self-directed and work at their own pace. The Division's outreach program will provide a flexible schedule for students allowing each student to choose the working environment that suits his/her individual learning style. This program permits those students who do not work well in a regular classroom setting to learn in a more independent manner.

The Outreach School will work with various community partners such as FCSS, PEASHP, Catholic Social Services, other potential community partners and the local parish communities to attempt to meet the student needs.

This outreach program will serve students of junior and senior high school age.

#### Procedures

1. Approval of the outreach program is by the Superintendent or designate and the administration of the program is under the authority of the Outreach Principal.
2. The outreach programs are to run as stand-alone schools at locations separate from regular schools.
3. Students wishing to participate in outreach programs must
  - 3.1 Be recommended by the school that they normally attend and have the support of a parent/guardian, unless they have status as "independent" students.
  - 3.2 Be fully aware of both the possible benefits and potential limitations of the program.
  - 3.3 Be expected to complete a minimum number of courses and maintain satisfactory performance, as determined by the Outreach Principal.

4. Adult students twenty (20) years of age or older on September 1 of a school year may be able to access courses from an outreach program, subject to payment of a course fee established annually by the Board and in assessment by the Principal as to the student's suitability for the program.
5. Each Outreach School operating in the Division is expected to develop a student handbook describing such matters as course selections, off-campus learning opportunities, partnerships with community services and agencies, and expectations for students' attendance, performance and course completion.
6. The outreach program will make additional services available to students, such as personal and career counselling, conflict resolution, study skills training, time management and work experience.
7. The Outreach Principal will annually prepare a school Annual Education Results Report, and an Annual Three-Year Plan for submission to the Superintendent or designate.

Reference: Section 3, 28, 39, 50, 60, 61, 113 School Act  
Policy 1.2.1 – Locally Developed/ Acquired and Authorized Junior and Senior High Complimentary Courses  
Policy 1.2.2 – Locally Developed Religious Studies Courses  
Policy 1.4.3 – Off Campus Education  
Guide to Education, ECS to Grade 12  
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

## Administrative Procedure 217

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### SPECIAL PROJECTS

#### Background

Special project credits are designed to recognize work undertaken by students on an individual or small group basis. They provide opportunities for students to undertake unique assignments tailored to their specific interests but not available in the regular program of studies.

Student learning can be enhanced by the provision of Special Projects Credit courses for high school students.

#### Procedures

1. The requirements outlined in the Program of Studies will be adhered to in the approval, supervision and evaluation of Special Projects credits.
2. Special Projects must be structured so that they allow students to:
  - 2.1 Become involved with the selection, design, planning and organization of the project; and
  - 2.2 Pursue activities in which they have considerable interest or ability but which are beyond the scope of the regular curriculum or programs offered in the school.
3. The opportunity to earn special projects credits shall be available to all students, including those attending an authorized summer program.
4. Students may enroll in Special Projects 10, 20 or 30. Special projects 20 and 30 do not have prerequisites.
5. Each project shall be carried out under the supervision of a teacher.
6. 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, yearbook).
7. The content of the special project need not be related to a specific school project.
8. 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.
9. In instances where a student enrolls in more than one (1) special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

10. Students are required to submit a clearly planned proposal to the Principal for approval on the form labelled: "Special Projects Course Application". The proposal is to include:
  - 10.1 A description or outline of the project;
  - 10.2 The number of hours of work expected to complete the project;
  - 10.3 Method by which the project would be carried out;
  - 10.4 A description of the expected results;
  - 10.5 Evaluation procedures as outlined by a teacher;
  - 10.6 An expected completion date; and
  - 10.7 Name of the supervising teacher.
11. The Principal shall retain a copy of each special project proposal until the project is completed.
12. Projects shall be completed and a report tabled with the Principal prior to the conclusion of the semester or full term.
13. Where a project takes a student into the workplace, the worksite shall be registered with Alberta Education as a Work Experience site.
14. Students who successfully complete projects are granted three (3) credits for seventy-five (75) hours of work or five (5) credits for one hundred twenty-five (125) hours of work in any one (1) semester, or full term on the approval of the Principal.
15. Special project credits may be applied toward the Advanced and General High School Diplomas.

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

## Administrative Procedure 218

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### LOCALLY DEVELOPED/ACQUIRED COURSES

#### Background

Locally developed/acquired courses provide schools with the ability to broaden program opportunities.

#### Procedures

1. The Superintendent shall:
  - 1.1 Recommend to the Board approval of all locally developed/acquired courses at the senior high level; and religious education courses for elementary, junior and senior high levels for a maximum duration of three (3) years;
  - 1.2 Inform Alberta Education regarding approved senior high courses;
  - 1.3 Maintain a current list of approved courses.
2. Principals are expected to consult provincial policy developed by Alberta Education (Policy 1.2.1) prior to the development of a locally developed course.
3. At the beginning of each school year, the Superintendent will request from each Principal a list of locally developed complementary courses.

Reference: Section 3, 28, 39, 50, 60, 61, 113 School Act  
Policy 1.2.1 – Locally Developed/ Acquired and Authorized Junior and Senior High Complimentary Courses  
Policy 1.2.2 – Locally Developed Religious Studies Courses  
Policy 1.4.3 – Off Campus Education  
Guide to Education, ECS to Grade 12  
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

## Administrative Procedure 220

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### ALTERNATIVE PROGRAMS

#### Background

An alternative program is one that emphasizes a particular language, culture or subject matter or which uses a particular teaching philosophy.

The Division will consider the development and implementation of alternative programs provided they are in:

- Keeping with the goals and objectives of the Division;
- Response to documented needs and/or interests of students and parents;
- Keeping with sound educational principles; and
- Keeping with the Division's financial capabilities.

#### Procedures

1. Proponents shall submit a proposal to establish an alternative program to the Superintendent a minimum of twelve months prior to the requested "start up" date.
2. The proposal must include the following program elements:
  - 2.1 Philosophy and objectives;
  - 2.2 Organization (variations from other schools);
  - 2.3 Curriculum (specific emphasis);
  - 2.4 Finances;
  - 2.5 Staffing (variations from regular staffing);
  - 2.6 Evaluation; and
  - 2.7 Projected student population.
3. The Superintendent will determine the appropriateness of the proposal and may arrange for the proponents to make a presentation to the Board.
4. If the Board gives approval in principle, the Superintendent will have established a set of administrative requirements to initiate the program. All system policies and procedures apply unless specifically exempted by the Board.
5. If the Board approves the administrative requirements, the detailed preparation for the program will be directed through the Superintendent.
6. If the per student non-instructional costs of an alternative program exceeds that of a regular program, the Board may charge a fee to parents who wish to enroll their students in the alternative program.

Reference: Section 10, 21, 22, 47, 60, 61, 113 School Act  
Alternative Programs policy 1.1.5

**Amended: September 9, 2011**

## Administrative Procedure 230

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### DISTANCE EDUCATION

#### Background

To the extent reasonable, the Division attempts to provide its students with access to a wide variety of secondary school courses. However, timetable constraints, low course enrollments and other extenuating circumstances often limit the ability of the Division to offer a course. In these circumstances, Distance Education courses provide an acceptable programming alternative.

The Division supports the use of Distance Education programming to complement course offerings or to meet special students needs. In most cases, correspondence courses from Alberta Education are the Distance Education courses referred to in this administrative procedure.

#### Procedures

1. The Division encourages students to complete as much of their program as possible through regular classroom instruction.
2. The school will pay the tuition fees associated with taking correspondence courses if:
  - 2.1 Severe timetable conflicts prevent a student from taking a required course by regular instruction during a particular school year;
  - 2.2 Limited student enrollments prevent the Division from offering a required course during a particular school year;
  - 2.3 A student is unable to attend a Division school on a regular basis because of chronic illness or infirmity;
  - 2.4 A student in a home schooling program is enrolled in an Alberta Education correspondence course; or
  - 2.5 The Principal recommends student enrollment in a correspondence course due to extenuating circumstances.
3. The school may provide partial payment for tuition fees for correspondence courses upon successful completion of the course in the following situations:
  - 3.1 A student wishes to take an optional course that is not usually offered by the school;
  - 3.2 A student prefers to take a particular course by correspondence rather than in the regular classroom;
  - 3.3 A student in a home schooling program is enrolled in a correspondence course;

- 3.4 A student wishes to register in a correspondence course over the summer to either upgrade a final standing or complete a required credit.
4. In special circumstances, the school may provide partial payment for tuition fees for other Distance Education courses when the written prior approval of the Principal has been received and the student has successfully completed the course(s).
5. The Principal is responsible for approving the registration of students in all correspondence courses subject to the preceding procedures.
6. The cost of these fees will be allocated to the appropriate school-based account.

Reference: Section 8, 12, 20, 39, 45, 60, 61, 113 School Act

## Administrative Procedure 240

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# STUDENT COUNSELLING

### Background

School based counselling services are an important dimension of the education process and that the purpose of this service to support the all-inclusive educational objectives of the Division.

Guidance and counselling services shall be available to all students from Early Childhood Services (ECS) to grade 12 as an integral part of school programs and services.

### Definition

Guidance and counselling includes a variety of group oriented activities designed to enhance students' attitudes and values and refers to an individualized, small-group or class process that assists students with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be developmental, preventative or crisis-oriented.

### Procedures

1. Principals shall develop procedures for the provision of guidance and counselling services which are consistent with provincial policy and procedures, subject to the approval of the Superintendent. Roles and responsibilities of counsellors shall be included.
2. Effort will be made to employ professionally trained counsellors who have had successful experience in education. For schools without a counsellor, the Principal shall ensure that guidance and counselling services are available to students.
3. Guidance and counselling services provided by the school shall meet identified needs of students in three key areas:
  - 3.1 Educational;
  - 3.2 Personal/social; and
  - 3.3 Career development.
4. School counsellors or individuals providing guidance and counselling services in schools shall respect the confidentiality of information received in accordance with professional ethics and the law.
5. Regular monitoring and evaluation of the performance of counsellors and the services provided relative to their role and program description shall occur.

Reference: Section 20, 39, 45, 60, 61, 113 School Act  
Policy 1.6.3 – Guidance and Counselling  
Comprehensive School Guidance and Counselling Programs and Services, 1997  
Freedom of Information and Personal Privacy Act

## Administrative Procedure 250

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### LIBRARY PROGRAM

#### Background

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

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

#### Procedures

1. School library programs will be integrated with goals and objectives of the school's instruction program as set forth in the statement The Goals of Basic Education in Alberta.
2. Schools within the Division will adopt the Integrated School Library Program Model outlined by Alberta Education in their Focus on Learning document, September, 1985.
3. The Division will encourage the application of new technology, systems and/or procedures for improving the efficiency and effectiveness of school library programs.
4. The library program will be evaluated in accordance with Division program evaluation policy and administrative procedures.
5. The Principal is responsible for ensuring the school library program operates in a manner consistent with the established goals and objectives.
6. The Principal, in consultation with the Superintendent, will develop procedures relative to:
  - 5.1 Selection of materials;
  - 5.2 Weeding of materials; and
  - 5.3 Challenging of controversial materials.
7. The selection of learning resources will satisfy the Alberta Education statement on controversial issues in the classroom on such matters as Canadian content, family life education, sex stereotyping, special creation and similar issues which may cause significant parental concern.
8. The Principal and library personnel, in cooperation with classroom teachers, shall plan together for the integration of the library program and classroom instructional program in their school.

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

## Administrative Procedure 260

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### FIELD TRIPS/EXCURSIONS WITHIN THE PROVINCE

#### Background

Participation by students in special events such as field trips, athletic competitions, music and drama festivals and student exchanges can significantly complement the education 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.

The Division supports the practice of conducting co-curricular and extra-curricular educational field trips, excursions and exchanges.

#### Procedures

1. Excursions that are not directly sponsored by a school or the Division are the responsibility of the planners, tour agencies and transportation agencies involved.
2. Field trips sponsored by the school or Division are to:
  - 2.1 Have sufficient educational value to outweigh the loss of instructional time in the regular program.
  - 2.2 Be adequately supervised to ensure acceptable levels of student behaviour and safety.
  - 2.3 Be organized in a manner that conforms to Division procedures regarding student department, transportation and use of private vehicles.
3. All staff and authorized supervisors are protected by the Division's liability insurance when acting within the scope of their duties as approved by the Principal. With respect to liability coverage:
  - 3.1 Coverage is normally effective for activities held within Alberta.
  - 3.2 When using a vehicle, e.g. private bus, other than an approved carrier to transport children, the Principal must make certain that the vehicle/carrier is approved by Division Office, has adequate insurance and the driver is appropriately licensed.
4. For field trips organized to take place during a school day the following procedures apply:
  - 4.1 Approval for the trip is to be obtained by the teacher from the Principal, providing:
    - 4.1.1 The experience is an integral part or extension of the curricular program.

- 4.1.2 Parents are advised of the nature of the trip, and written permission for the child(ren) to attend is provided.
  - 4.1.3 Students who are unable to pay associated fees are not to be excluded.
  - 4.1.4 Adequate supervision is provided.
  - 4.1.5 Meaningful alternate in school learning experiences are made available for those students not participating.
5. In planning a longer field trip, such as overnight or out-of-province field trips, both the Principal's and Superintendent's approval is required in writing. Planning is to:
- 5.1 Consider the attitude of other teachers, parents and the community toward the proposed excursion.
  - 5.2 Assess the educational value of the trip against the value lost as a result of lost regular instruction.
  - 5.3 Review staff and liability implications.
  - 5.4 Estimate the costs associated with the trip.
  - 5.5 Review administrative procedure requirements.
  - 5.6 Consult with other teachers who teach courses to students who will be affected by the trip to arrive at a mutually acceptable time for the trip.
6. In terms of supervision:
- 6.1 All field trips/excursions must be under the direct supervision of at least one (1) teacher, although parents and other volunteers may be considered agents of the Board for insurance purposes.
  - 6.2 Both male and female supervisors will be provided for overnight (or longer) co-educational field trips.
  - 6.3 The teacher is responsible for ensuring an acceptable level of student discipline is maintained.
  - 6.4 A minimum of one (1) supervisor per school bus must be provided when students are being transported to and from the field trip destination.
  - 6.5 Everyone involved in the trip or excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken.
  - 6.6 Use of intoxicants, tobacco or controlled substances is not permitted.
  - 6.7 The teacher is responsible for being aware of, and providing for, any special health needs of students.
7. With respect to student safety, the Principal and staff are to take reasonable measures to minimize the risk to students participating in field trips. Safety guidelines are as follows:
- 7.1 Outdoor activities will normally not be conducted when temperatures are below -25° C.
  - 7.2 When field trips involve swimming or boating:

- 7.2.1 The supervising teacher must ensure that the activity is under the supervision of a person trained in water safety procedures with minimum of a current Bronze Medallion and emergency first aid.
- 7.2.2 All students involved in boating activities must wear an MOT (Ministry of Transport) approved PFD (personal floatation device).
- 7.2.3 For boating activities involving power, sail or canoe, direct supervision must be provided by a teacher/instructor experienced with the type of craft being used.
- 7.3 When field trips are planned for remote wilderness areas, the supervising teacher is to:
  - 7.3.1 Be familiar with the area and have established safety and emergency procedures understood by all participants.
  - 7.3.2 Inform local authorities such as the RCMP, forestry or park officials about the program, the location and route.
  - 7.3.3 Be aware of the location of the nearest accessible medical station.
  - 7.3.4 Establish procedures to contact the Principal via RCMP, forestry or park officials in the event of an emergency.
  - 7.3.5 Ensure that required permits, fishing licenses and area use permits have been obtained from appropriate authorities.
  - 7.3.6 Ensure that one (1) supervisor is qualified in emergency first aid and CPR.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
Traffic Safety Act  
Safety Guidelines for Physical Activity in Alberta Schools  
Safety Guidelines for Secondary Inter-School Athletics in Alberta  
Physical Education Safety Guidelines

## Administrative Procedure 260 – Appendix A

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### RECREATIONAL PROGRAMS

\*Notwithstanding the Safety Guidelines for Physical Activity in Alberta Schools (as found on our website under private documents/employee forms/safety or at [www.acicr@ualberta.ca](mailto:www.acicr@ualberta.ca))

The following are **Excluded Activities** and are not covered by the **Division's** insurance carrier:

air-filled 'fun structures'	
archery (k to 4 only)	aviation or aircraft-related activities (i.e. aircraft or helicopter rides from school property; excursions requiring the use of non-commercial aircraft [private plane])
automobile activities (i.e. auto races, demolition derbies)	boxing
bungee jumping	caving
canoeing	cliff rappelling
demolition derbies for vehicles/equipment/buildings	diving into/sliding on foam, mud, ice, snow
drag racing	dunk tanks
excursions to natural disaster areas (i.e. earthquakes, floods, hurricane, tornado zones)	excursions to regions with political or civil instability
excursions to war zones – imminent or existing	fireworks or other pyrotechnic devices – use of
go-carting	horse jumping
hot air balloon rides	ice climbing
mechanical bull riding	motor cross
mountain climbing	off road vehicles
paintball/war games	parasailing
racing of watercraft	rock climbing
rodeos	safe grads
sailing	scuba diving
skateboarding	skydiving
target shooting/rifle range/firing range	water crafts
water skiing	whitewater rafting/kayaking
winter biathlon/w ammunition	

The following are **Prior Approval Activities** that may be covered. These activities must be age appropriate.

\*Note: Requests under these Prior Approval Activities must be submitted to Division Office with a completed Field Trip Authorization Form (Form 260-1).

archery (grades 5 to12 only)	downhill skiing
gymnastics	hunter training
ice hockey	ice skating
in-line skating	karate
mountain biking	orienteering
rollerblading	ropes course
snowboarding/snowblading	tackle football
tobogganing	wall climbing
winter camp outs	

\*\*\*\*IMPORTANT to review Recreational Programs: General Loss Control Checklist (Administrative Procedure 260 – Appendix B)

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
 Traffic Safety Act  
 Safety Guidelines for Physical Activity in Alberta Schools  
 Safety Guidelines for Secondary Inter-School Athletics in Alberta  
 Physical Education Safety Guidelines

## Administrative Procedure 260 – Appendix B

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### GENERAL LOSS CONTROL CHECKLIST (RECREATIONAL PROGRAMS)

#### Risk Assessment Factors and Risk Management

- Approval of school activities must always take into consideration the educational value and the injury risk factors associated with the activity.
- Review type of activity and level at which it is undertaken.
- Use Informed Consent forms that MUST be signed by parents.
- Ensure qualification and certification of instructors, staff, and volunteers.
- Ensure independent instructors/contractors have their own liability insurance in effect and obtain confirming certificates of insurance.
- Ensure students carry student accident insurance and, if necessary, out-of-province medical insurance.
- Review the age appropriateness of the activity; the physical/mental abilities of the group; the characters of the students and the students together in a group; and the fitness level and experience of the students.
- Ensure that all school activities are properly supervised by a sufficient number of experienced teachers and competent volunteers.
- Establish and communicate general rules and regulations, including procedures for those who violate established guidelines.
- Establish and communicate emergency procedures.
- Ensure staff or outside providers have adequate first aid training and supplies.
- Regularly inspect and maintain facilities, premises, and equipment.
- Make use of personal protective equipment and related safety equipment.
- Ensure that such protective/safety equipment is in good repair and is appropriate fit.
- Adhere to the manufacturer's recommendations on any piece of equipment.
- Do not permit ineligible activities or any other activity with a high risk of injury.
- Review seasonal conditions
- Review the Safety Guidelines for Physical Activity in Alberta Schools (as found on our website under private documents/employee forms/safety guidelines or at [www.acicr@ualberta.ca](mailto:www.acicr@ualberta.ca)).

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
Traffic Safety Act  
Safety Guidelines for Physical Activity in Alberta Schools  
Safety Guidelines for Secondary Inter-School Athletics in Alberta  
Physical Education Safety Guidelines

## Administrative Procedure 261

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### FIELD TRIPS/EXCURSIONS – NATIONAL AND INTERNATIONAL

#### 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.

The Division supports the practice of conducting co-curricular and extra-curricular educational field trips, excursions and exchanges.

#### Procedures

1. Excursions that are not directly sponsored by a school or the Division are the responsibility of the planners, tour agencies and transportation agencies involved. Private trips or Travel Clubs not sponsored by the Division must have a disclaimer notice sent to parents. School staff must be advised that they must not in any way be involved, even on an advisory basis, in such field trips/excursions.
2. Field trips sponsored by the school or Division are to:
  - 2.1 Have sufficient educational value to outweigh the loss of instructional time in the regular program;
  - 2.2 Be adequately supervised to ensure acceptable levels of student behaviour and safety;
  - 2.3 Be organized in a manner that conforms to Division policy and procedures regarding student department, transportation and use of private vehicles; and
  - 2.4 National and International field trips may be limited to the following:
    - 2.4.1 Students are enrolled in a second language course during the same calendar year as the scheduled international field trip; and the field trip is linked to that second language course;
    - 2.4.2 Athletic competition;
    - 2.4.3 Fine Arts competition and performance.
3. Travel Clubs are not approved field trips.
4. All staff and authorized supervisors are protected by the Division's liability insurance when acting within the scope of their duties as approved by the Principal. With respect to liability coverage:

- 4.1 Coverage is normally effective only for activities held within Canada or the continental U.S.A. Contact must be made with the Superintendent or Secretary-Treasurer for advice concerning insurance coverage beyond these borders. It is incumbent upon the staff organizer to contact the Secretary-Treasurer to ensure that adequate insurance is in place; and
  - 4.2 When using a vehicle, e.g. private bus, other than an approved carrier to transport children, the Principal must make certain that the vehicle/carrier is approved by Division Office, has adequate insurance and the driver is appropriately licensed.
5. Teachers are expected to submit a plan (Form 261-1) for a field trip/excursion to the Principal for approval and for final submission to the Board including all of the following criteria:
- 5.1 Experience is an integral part or extension of the curricular program;
  - 5.2 Extent to which the trip will interfere with the student's entire educational program;
  - 5.3 Field trip/excursion budget;
  - 5.4 Type of transportation required;
  - 5.5 Itinerary outlining approximate times at which the field trip/excursion will be conducted at specific locations and must be followed;
  - 5.6 Numbers and names of adults who will attend as supervisors; and the proposed level or ratio of supervision; and the number and names of students participating in the excursion;
  - 5.7 Information must be included related to safety procedures and medical procedures for those that may require such;
  - 5.8 Thorough review of excluded Activities;
  - 5.9 Estimate of the costs associated with the trip for parents and for the Division;
  - 5.10 Review of staff and liability implications;
  - 5.11 For a field trip/excursion that involves being away on a Sunday, the group shall make every effort to attend Mass. If this is impossible, the group shall participate in a religious celebration that they can arrange; and
  - 5.12 The field trip proposal must be submitted to the Board at least six (6) months prior to the scheduled trip.
6. Approval for the field trip/excursion may be granted with the following conditions:
- 6.1 Cancellation of the field trip/excursion could occur up to departure based upon:
    - 6.1.1 Travel advisory information from the Canadian Consulate Web Page at [www.voyage.gc.ca/dest/sos/warnings/-en.asp](http://www.voyage.gc.ca/dest/sos/warnings/-en.asp); or
    - 6.1.2 Cancellation of insurance by the Division's carrier based upon associated risks at the time of travel.
  - 6.2 Parents are notified by letter indicating the following:

- 6.2.1 The purpose or educational goal of the excursion;
  - 6.2.2 The itinerary of the trip;
  - 6.2.3 A description of the activities or events proposed;
  - 6.2.4 Safety precautions in place to deal with activities involving known risks;
  - 6.2.5 Emergency procedures to be followed in the event of injury, illness or unusual circumstance;
  - 6.2.6 The requirement of additional medical coverage and other types of insurance such as trip cancellation, and loss of property including cash
  - 6.2.7 All travel arrangements;
  - 6.2.8 Supervision arrangements;
  - 6.2.9 All costs associated with the trip;
  - 6.2.10 Any supplies, equipment or documentation students must supply;
  - 6.2.11 Accommodations or billeting arrangements.
- 6.3 Parents must sign a written consent form and waiver form acknowledging that the trip may be cancelled by the Board at any time without any cost to the Board.
- 6.4 The Principal signs the approval form acknowledging that any associated costs not covered will be charged to their school's school generated funds.
- 6.5 Should a proposed field trip/excursion not be approved by the Board, the Board shall notify all staff involved in the proposal, and all parents of students listed as participants in the trip, that the trip was not approved and that the Board will be absolved of all liabilities incurred if parents proceed with the trip on their own. Staff will be informed through letter that they must not be involved in the trip even an advisory manner in the trip.

## 7. Supervision

- 7.1 All field trips/excursions must be under the direct supervision of at least one (1) teacher, although parents and other volunteers may be considered agents of the Board for insurance purposes;
- 7.2 Both male and female supervisors will be provided for overnight (or longer) co-educational field trips;
- 7.3 The teacher is responsible for ensuring an acceptable level of student discipline is maintained;
- 7.4 A minimum of one (1) supervisor per school bus must be provided when students are being transported to and from the field trip destination;
- 7.5 Everyone involved in the trip or excursion must be dressed/equipped in a manner appropriate to the activities to be undertaken;
- 7.6 Use of intoxicants, tobacco or controlled substances is not permitted; and

7.7 The teacher is responsible for being aware of, and making provision for, the special health needs of students that can be accommodated.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
Traffic Safety Act  
Safety Guidelines for Physical Activity in Alberta Schools  
Safety Guidelines for Secondary Inter-School Athletics in Alberta  
Physical Education Safety Guidelines

## Administrative Procedure 262

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### EXTRA-CURRICULAR PROGRAMS

#### Background

Student participation in extra-curricular activities provides opportunities to develop wholesome attitudes, leadership skills, good human relations skills and experience that will support student roles as citizens. The Division recognizes that the greatest value can be derived from extra-curricular student activities when such activities are developed and encouraged through cooperative participation among the student body, staff and interested community members.

The Division recognizes the value of extra-curricular programs in the development of student skills, knowledge and abilities.

#### Procedures

1. The formation of students' unions, student clubs and other student groups to promote or pursue specialized athletic, academic, cultural, community service or social activities is encouraged.
2. All student-sponsored clubs/organizations sanctioned by the school must have:
  - 2.1 Adequate supervision; and
  - 2.2 Acceptable procedures for the management, expenditure and accounting of any funds raised.
3. Student participation in extra-curricular activities must be on a voluntary basis.
4. The Principal and staff are responsible for encouraging the development of an extra-curricular program that meets the diverse needs of the student population.
5. Each Principal is responsible for establishing specific procedures to govern the operation of their extra-curricular programs in accordance with Board policies and Division administrative procedures.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act  
Traffic Safety Act  
Safety Guidelines for Physical Activity in Alberta Schools  
Safety Guidelines for Secondary Inter-School Athletics in Alberta  
Physical Education Safety Guidelines

## Administrative Procedure 270

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# HOME EDUCATION

### Background

While the Division strongly encourages its resident students to attend the education programs offered in its schools, the School Act recognizes parents have a right and a responsibility to make decisions respecting the education of their children. The School Act further authorizes parents to provide Home Education programs subject to Ministerial requirements.

Some parents may prefer to have their child excused from regular school attendance in favour of a Home Education program. The Division recognizes its responsibilities to provide supervision for resident students on Home Education programs.

### Definitions

*Home Education Program* – is an annual education program for a student that meets all the requirements imposed by the Government of Alberta and is provided by the parent who is responsible for providing the delivery and evaluation of the courses in the program.

*Blended Program* – is an annual education program for a student whereby the parent provides for a portion of the education program through home education and the school authority provides the remainder of the education program by providing a teacher employed by the school authority to be responsible for the delivery and evaluation of courses:

- At least fifty percent (50%) of the student's program in grades 1 to 9; and
- At least twenty percent (20%) of the student's program in grades 10 to 12.

### Procedures

1. Parents shall notify the Superintendent of the intention to provide a Home Education program; the plan for the program and shall comply with parent duties as outlined in the procedures.
2. The Superintendent or the designated Principal shall respond to the parent, ensure that the program and its plan meet requirements and provide for the supervision needed.
3. A parent may terminate a Home Education program at any time by providing written notice and enrolling the student in school.

4. The Superintendent may terminate a Home Education program at any time after giving due consideration to the factors outlined in the procedures that follow if s/he is in the opinion that:
  - 4.1 The student fails to meet an acceptable level of achievement; or
  - 4.2 The Home Education program does not meet requirements; or
  - 4.3 The parent has not complied with the required duties.
5. The Superintendent shall give to the parent, in writing, reasons for the termination, notice of the right to appeal the decision to the Board, and also provide reasonable notice for the continuation of the student's education in school.
6. If the Superintendent terminates a Home Education program, s/he shall ensure that the student is enrolled in a school operated by a Division or private school.
7. Parents have the right to appeal the decision of the Superintendent to terminate a Home Education program to the Board and the right to appeal the decision of the Board to the Minister of Education.
8. All students being supervised by the Division on a Home Education program shall be registered in a Division school (including Alberta Correspondence registrants).
9. Students on a Home Education program are eligible for high school credits.
10. Teachers and Principals shall encourage students on Home Education programs to participate in school programs and provide them with access to school facilities and services.
11. The Superintendent shall offer as per Alberta Education regulations, the provincial grant received for Home Education students to parents. Parents who choose to receive this money shall follow Ministerial regulations for its use and provide the Division with receipts.
12. The Superintendent may delegate any of his/her responsibilities in these procedures.
13. Parent notification shall be in writing and normally prior to August 15 of each year. This notification is also required if a parent intends to use a willing non-resident Board. The Superintendent's response shall be in writing and not more than fifteen (15) days after the receipt of the parent's written notification.
14. The Home Education program submitted by the parent shall be:
  - 14.1 Prescribed, authorized or approved by the Minister of Education under Section 39 of the School Act; or
  - 14.2 Consistent with the requirements of the Goals of Basic Education set out in Ministerial Order.

15. The Home Education program plan submitted by the parent shall include:
  - 15.1 Skills and competencies to be taught in each subject area and the other learning objectives to be achieved;
  - 15.2 Instructional methods and resource materials to be used to achieve the learning objectives;
  - 15.3 Method of assessment and the intervals between assessments;
  - 15.4 Name and qualifications of any instructors;
  - 15.5 Place of instruction;
  - 15.6 Hours of instruction;
  - 15.7 Proposed use of school programs, facilities and services: and
  - 15.8 Timelines for achieving learning objectives.
  
16. The supervision plan for the Home Education program approved by the Superintendent shall include:
  - 16.1 Facilitating student learning by providing assistance and advice to parents (including the preparation of the plan).
  - 16.2 Assigning teachers who are supportive of Home Education parents and students and who are informed on the special characteristics of tutorial learning.
  - 16.3 Providing for and maintaining records of student achievement, including the conducting of at least two (2) assessments in each school year.
  - 16.4 Ensuring that students write Alberta Education achievement and any other provincially mandated tests.
  - 16.5 Reviewing the test(s) with parents of students who have written and not met acceptable standards and recommending appropriate remedial measures to improve the student's achievement.
  - 16.6 Recording the names of students who fail to write these tests as not having met acceptable provincial standards.
  - 16.7 Making an assessment within a reasonable period to determine the student's level of achievement in any subject where the provincial tests have not been written.
  - 16.8 Notifying parents of any limitations or particular program choice may have on the student being granted credits or the eligibility to write grade 12 diploma examinations.
  - 16.9 Examining, on a regular basis, the student portfolio required to be kept by the parent.
  - 16.10 Advising parents (based on assessments) on the progress of the student.
  - 16.11 Recommending to parents on matters that will assist the student in attaining a higher level of achievement.
  - 16.12 Providing parents with current copies of administrative procedures on Home Education.

17. The duties of parents in evaluating and assessing the student and the Home Education program at regular intervals include:
  - 17.1 Maintaining a portfolio of student work and a general record of student activities.
  - 17.2 Maintaining a record of the methods and times of assessment used by the parent and the levels of performance by the student in these assessments.
  - 17.3 Ensuring that the student is available for assessment by the Division:
    - 17.3.1 At a time mutually agreed to by the parent and the Superintendent;
    - 17.3.2 At the option of the parent in the home of the student, the school or Division Office; and
    - 17.3.3 At the option of the parent in the presence of the parent.
  - 17.4 Ensuring that the student at the equivalent grade level and according to the established schedules writes the grades 3, 6 and 9 achievement tests and any other provincially mandated tests (unless the Minister exempts the student).
  
18. Prior to making any decision to terminate a Home Education program, the Superintendent shall have given due review and consideration to:
  - 18.1 The student's portfolio of work and the parent's record of assessment.
  - 18.2 The student's ability.
  - 18.3 All provincial and Division assessments.
  - 18.4 Regular consultations that have taken place with the parent regarding the progress of the student, remediation recommendations and the responses of parents to these recommendations.
  
19. Upon receiving an appeal of the decision of the Superintendent, the Board shall arrange a hearing at which both the Superintendent and parent have the opportunity to present their views.
  - 19.1 Following the hearing, the Board shall, without administration being present:
    - 19.1.1 Reinstate the program; or
    - 19.1.2 Confirm that the Home Education program is terminated;
    - 19.1.3 Communicate its decision, in writing, to the parent.
  - 19.2 If the Board does not find in favour of the parent, the written communication to the parent will include notification of the parent's right to appeal the Board's decision to the Minister under Section 124 of the School Act.

Reference: Section 29, 39, 45, 123, 124, 125 School Act  
 Home Education Regulation 145/2006  
 Home Education Policy 1.1.2  
 Guide to Education ECS to Grade 12  
 Individual's Rights Protection Act  
 Alberta Bill of Rights  
 Child Welfare Act  
 Canadian Charter of Rights and Freedoms

## Administrative Procedure 280

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# PROGRAM EVALUATION

### Background

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

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

### Procedures

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

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

Reference: Section 18, 20, 39, 60, 61, 77, 78, 113 School Act  
School Authority Accountability Policy 2.1.1  
Use and Reporting of Results on Provincial Assessments Policy 2.1.3  
Accountability in Education – Policy Framework, June 1995  
Guide for Education Planning and Results Reporting

## Administrative Procedure 290

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### RESEARCH STUDIES

#### Background

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

#### Procedures

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

- 6.4.3 The involvement of students or teachers does not require an unreasonable amount of time;
- 6.4.4 The willingness of schools or individuals to participate;
- 6.4.5 The number of research studies planned or underway in the Division.
- 6.4.6 Preference for approval will be given to Division staff.

7. The Superintendent or designate shall, when necessary, ensure that the contents of a study are held in confidence.

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