

Education Programs and Services

Charter Schools

BACKGROUND

In May 1994, Alberta proclaimed legislation enabling the establishment of charter schools. Charter schools will provide students and their parents with more choice in education to better serve their needs. Charter schools are an opportunity to demonstrate innovative education.

POLICY

Charter schools may be established to provide for a innovative, different or enhanced program to improve student learning.

STATUTE

Interpretation

1(1) In this **Act**, ...

- (b.01) "charter school" means a school established under section 24.2;

Application

- 24.1(1) A person or society may apply to a board or the Minister for the establishment of a charter school to be operated by a society incorporated under the **Societies Act**, a company registered under Part 9 of the **Companies Act** or a Provincial corporation as defined in the **Financial Administration Act**.
- (2) An application may be made to the Minister only if the board of the district or division in which the school is to be established refuses to establish the charter school.
- (3) An application shall be in the form and contain the information prescribed by the regulations.

Charter schools

- 24.2 A board or the Minister may establish a charter school if the board or the Minister, as the case may be, is of the opinion that
- (a) the school will have significant support from the community in which it is to be located, and

- (b) the program to be offered by the school will potentially improve the learning of students as it is measured by the Minister in schools operated by boards that are not charter schools.

Operation of charter schools

- 24.3(1) A charter school shall be operated in accordance with the charter approved by the Minister.
- (2) The society, company or Provincial corporation that is named in the charter shall operate the charter school.
- (3) A charter school shall not charge a fee that may not be charged by a board under this **Act**.
- (4) A charter school shall not be affiliated with a religious faith or denomination.
- (5) Notwithstanding subsection (4), a charter school may be affiliated with the faith of those who established the separate school district, whether Protestant or Roman Catholic, in the area in which the charter school is located.

Charter

- 24.4 A charter shall include the following:
- (a) the period during which it is to operate and the conditions for its renewal or termination;
- (b) the person or society that is to operate the school;
- (c) conditions, if any, respecting the enrollment of students in the school;
- (d) the program to be offered by the school;
- (e) any other matter required by the regulations or the board, in the case of a charter granted by a board, or the Minister, in the case of a charter granted by the Minister.

Application of Act

24.5(1) The following provisions and regulations made under them apply to a charter school and its operation, and a reference to a board or a trustee is deemed to include a reference to a person or society that operates a charter school or a member of the governing body of the person or society, as the case may be:

sections 1, 2
 Part 1;
 Part 2, except sections 16(3), 22, 23;
 sections 33, 35, 37, 40, 41, 44, 59, 60.1;
 Part 3, Division 3;
 Part 4:
 Part 5:
 sections 125 to 130, 162, 167;
 Part 7, except section 186;
 Part 9.

(2) Notwithstanding subsection (1), the Lieutenant Governor in Council

- (a) may exempt a charter school from the operation of any provision of this Act, except 24.1, 24.2, 24.3 and 24.4, or of the regulations, or
- (b) may make any provision of this Act or the regulations apply to a charter school.

Regulations

24.6 The Minister may make regulations

- (a) respecting applications for charter schools and the charter under which a charter school is operated, its contents and amendment or repeal;
- (b) respecting the number of charter schools in Alberta, the location of those schools and their relationship with boards and schools operated by boards;
- (c) respecting the transfer of management or operation of a charter school to a person or society approved by the Minister or the winding-up of a charter school;
- (d) respecting any other matter the Minister considers necessary for a charter school to be operated in accordance with its charter.

Application of order or regulation

24.7 An order under section 24.5 or a regulation under section 24.6 may be general in its application or may apply to a particular charter school or a class of charter schools.

REGULATIONS

The *Charter Schools Regulation* A.R. 136/95 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

PROCEDURES

- 1 The general procedures or steps to be followed for establishing a charter school are set out in the *Charter School Handbook* and the *Charter Schools Regulation* noted above.
- 2 Parents, teachers, community members and organizations who wish to apply for charter school status must refer to pages 6-7 of the Handbook for the specified steps required for charter school application. A sample application form to assist applicants is in the Handbook (pp. 19-23). Information on what should be provided in a charter application is contained in the *Regulation*.
- 3 School boards receiving charter school applications must ensure that the application complies with provincial legislation, regulation and policies before recommending to the Minister that he approve the charter. A checklist to assist local boards is found in the Handbook (pp. 30-32).
- 4 Other areas addressed in the *Regulation* must be complied with by charter school applicants.

REFERENCES

Please refer to the following for additional information:

Charter School Handbook

Funding for School Authorities Manual

Guide to Education

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Home Education

BACKGROUND

Parents have a right and a responsibility to make decisions regarding the education of their children. Parents may choose to exercise this responsibility through a home education program with assistance from and under the supervision of a school board or an accredited private school in order to ensure that their child will have the opportunity to meet standards of education acceptable to the Minister. Section 23 of the **School Act** recognizes and reaffirms the parents' right to provide a home education program for their child within the parameters of provincial policy, regulation and procedures.

POLICY

In order to provide choice in type of school, Alberta Education recognizes that, under the supervision of a board or an accredited private school, parents have the right to choose home education for their children. The province has a compelling interest in the education of all children and has a responsibility to assess that the knowledge, skills and attitudes being taught are sufficient and the achievement of the students meets standards acceptable to the Minister.

STATUTE

School Act

Preamble

WHEREAS parents have a right and a responsibility to make decisions respecting the education of their children; ...

Interpretation

- 1 (1) (q) "school" means a structured learning environment through which an education program is offered to a student by ...
- (iv) a parent giving a home education program, ...

Compulsory education

- 8 (1) An individual who
- (a) is eligible to be enrolled in a school,

- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age, shall attend school.

Home education program

- 23 (1) A parent of a student may provide, at home or elsewhere, a home education program for the student if the program
- (a) meets the requirements of the regulations, and
- (b) is under the supervision of a board or a private school accredited under section 22(2).
- (2) If a parent resides in unorganized territory, the Minister shall act as a board under this section.
- (3) The Minister may make regulations respecting home education.

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
- (b) authorize courses of study, education programs or instructional materials for use in schools;
- (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
- (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
- (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Responsibility to students

- 28 (1) A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this Act and the regulations.

Powers of boards

- 44 (2) A board may
- (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;
 - (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools.

Appeal to board

- 103(1) The failure of a person to make a decision is deemed to be a decision that may be appealed under this Division.

- (2) Where a decision of an employee of a board significantly affects the education of a student,

- (a) the parent of the student, and
- (b) in the case of a student who is 16 years of age or older, the student,

or either of them may within a reasonable time from the date that the parent or student was informed of the decision appeal that decision to the board.

Review by the Minister

- 104(1) If a board makes a decision on an appeal to it or otherwise with respect to ...

- (c) a home education program, ...

the parent of a student affected by the decision or the student if he is 16 years of age or older may request in writing that the Minister review the decision of the board.

REGULATIONS

The *Home Education Regulation* A.R. 283/94 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 “assess” means a judgment by a supervisor of the progress of the student in relation to the student’s educational program as submitted by the parent and may include standardized tests; parent or supervisor developed tests; oral assessments; examination of the student’s portfolio and other current materials; parental observations; or comparison of the student’s intellectual development in relation to other students of similar age and ability;
- 2 “blended program” means an educational program where a teacher employed by a school authority is responsible for providing for the delivery and evaluation of courses amounting to:
 - (1) at least 50% of the student’s program in grades 1-9, and
 - (2) at least 20% of the student’s program in grades 10-12;
- 3 “Home Education Regulation Notification Form” means the form prescribed by the Minister under section 239 of the **School Act** and appears in the Forms section of this manual;
- 4 “portfolio” means a compilation of educational activities undertaken by the student and may include samples of writings, worksheets, workbooks and creative materials used or produced by the student; and
- 5 “school authority” means a school board or funded private school.

PROCEDURES

- 1 A parent is responsible for submitting all parts of the Home Education Regulation Notification Form to the supervising board or private school by August 15 and Part A to their resident board if the home education program is being supervised by a willing non-resident board or an accredited private school.

- 2 If a parent chooses to register the student in a program or courses from the Alberta Program of Studies accessed through the Alberta Distance Learning Centre (ADLC) or through Distance Education Consortia operated by school authorities, the entire program or courses will be paid for by the supervising board or private school and Alberta Education will provide additional funding to the board or private school to help cover the costs of the program or courses.
- 3 Parents choosing programs or courses other than the Alberta Program of Studies accessed through the ADLC or through Distance Education Consortia operated by school authorities are not eligible for any additional funding to offset the cost of such a program or courses other than the minimum of 50% of home education funding provided to the supervising board or private school.
- 4 In accordance with section 8 of the regulation, a school authority shall provide to a parent of a student enrolled in a blended program an amount of money using the home education rate which is in proportion to the percentage of the program or courses provided by the parent.
- 5 The ADLC or Distance Education Consortia shall keep the supervising board or private school informed of the student's registration and achievement on a regular basis.
- 6 If a student does not write the Alberta achievement tests in grades 3, 6 and 9, the supervising board or private school must assess the student prior to the beginning of the next school year. This assessment is in addition to the two assessments required by section 5(1)(c) of the regulation.
- 7 The student's portfolio must be reviewed at least twice per year by the supervising board or private school.
- 8 Supervising boards and private schools must develop a policy for the supervision of home education students which includes guidelines for the use of school facilities and equipment, and participation in school and extra-curricular activities.
- 9 Students enrolled in grades 1-9 and participating in a blended program and accessing 50% or more of their educational program at school may be claimed as funded students with the supervising board or private school.
- 10 Students enrolled in grades 10-12 and participating in a blended program and accessing 20% or more of their educational program at school may be claimed as funded students with the supervising board or private school.
- 11 Alberta Education provides funding for home education, subject to the terms and conditions as outlined in the *Funding for School Authorities Manual*.

REFERENCES

Please refer to the following for additional information:

*Funding for School Authorities Manual
Guide to Education*

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Early Childhood Services

BACKGROUND

Early childhood is a particularly significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. Young children benefit from programs that help them explore the world around them and guide them through the transition to a more formal learning environment.

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

The use of the words, "child" or "children" is purposeful and reflects the optional aspect of participation in ECS programs. In contrast, the term, "student" reflects the right of access to an education under section 3 of the *School Act*.

ECS operators in cooperation with parents, staff and community services develop, implement and evaluate programs. Parents and families play a central role in their children's lives and therefore opportunities are provided for parents to be meaningfully involved in their children's education.

POLICY

Alberta Education supports Early Childhood Services programs that address the learning needs of children before they enter grade one.

STATUTE

School Act

Early childhood services program

24 (1) A board or, with the approval of the Minister, a person may provide an early childhood services program to

- (a) a child who, as of September 1, is younger than 6 years of age, if the parent of the child agrees, or
 - (b) a student, if the parent of the student and the board are of the opinion that the program will benefit the student.
- (2) A person or board that provides early childhood services may charge the parent of a child referred to in subsection (1)(a) who is attending the program fees in respect of the program.
- (2.1) If a child referred to in subsection (1)(a) attends a program under this section, the child is not, by reason of attending that program,
- (a) a resident student of the board, or
 - (b) entitled to any of the rights or benefits given to a student under the *School Act*.
- (3) The Minister may make regulations respecting early childhood services programs.

Certification of teachers

- 75.1(1) The Minister may make regulations
- (a) concerning the certification of teachers and the cancellation and suspension of certificates;
 - (b) prescribing fees payable in respect of the evaluation of qualifications for the certification of teachers;
 - (c) providing for a refund of all or part of a fee paid in respect of the evaluation of qualifications for the certification of teachers;
 - (d) concerning the certification and special requirements of teachers and the cancellation and suspension of certificates of teachers who are involved in early childhood services programs;
 - (e) concerning the qualifications of persons who may act as instructional assistants and aides in institutions offering early childhood services programs.

- (2) A regulation made under subsection (1) may be specific or general in its application.

REGULATIONS

The *Early Childhood Services Regulation* A.R. 35/89 as amended and *Certification of Teachers Regulation* A.R. 261/90 as amended must be referred to in conjunction with this policy. See Section 5, Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "child" means an individual who is eligible for ECS funding and:
 - (a) whose age on September 1 in the program year in which he is attending is
 - (i) in the case of a child who has severe disabilities or is hearing impaired:
2 years and 6 months
 - (ii) in the case of a child with a mild or moderate disability:
3 years and 6 months
 - (iii) in the case of a regular program child:
4 years and 6 months
 - (iv) in the case of a developmentally immature student:
5 years and 6 months, and although eligible to proceed to Grade 1, is deemed by the parent, ECS operator and board to benefit by continuation in an ECS program.
 - (b) whose parent is ordinarily resident in Alberta, but who is not
 - (i) counted by another operator, or
 - (ii) in another program, or
 - (iii) an Indian in respect of whom payment is received by the operator from the Government of Canada.
- 2 "developmentally immature student" means an individual of compulsory age for basic education but who, in the opinion of his parent, ECS operator and board, would benefit from an ECS program. This student is not eligible for special education funding. A developmentally immature student whose program plan involves both ECS and Grade 1 instruction may be counted either as a child under part 2 of the *Funding for School Authorities Manual* or as a funded student under part 1.
- 3 "Individualized Program Plan" (IPP) means a concise plan of action designed to address the child's special needs, and is based on diagnostic information which provides the basis for intervention strategies. All children with special needs require an IPP.
- 4 "special needs" means a child with mild or moderate disabilities who is assessed as having a mild or moderate mental disability, visual impairment, learning disability, emotional disability or physical disability.
- 5 "kindergarten" means one component of the total ECS program funded by Alberta Education, and refers to the year immediately prior to grade one. The Kindergarten Program Statement describes the learner expectations that will help prepare children for entry into grade one and provide a foundation for later success.

PROCEDURES

Regular Programs

- 1 ECS programs shall operate in accordance with the requirements of Alberta Education as outlined in appropriate provincial documents. For further information see the "References" section of this policy.
- 2 The operator of an early childhood services program shall develop, keep current and implement written policies and procedures that are consistent with provincial regulations, policies, and procedures.
- 3 The operator of an early childhood services program shall
 - (1) establish and maintain legal status, and
 - (2) employ certificated teachers who meet the requirements under the *School Act*.
- 4 A child referred to in section 24(1)(a) of the *School Act* is not a resident or non-resident student of a board. Approved operators shall not use the residency or non-residency of the parent of a child in a district or division to:

- (1) deny access to the program of a child; or
 - (2) differentiate as to the fees charged for the program.
- 5 Alberta Education
- (1) is responsible for the evaluation of teachers in ECS programs operated by private operators and accredited private schools for the purpose of recommending permanent certification; and
 - (2) may monitor and audit early childhood services programs.
- 6 Alberta Education provides funding for children who meet eligibility criteria in approved ECS programs, according to the terms and conditions described in the *Funding for School Authorities Manual*. See also the section on "Finance, Operations and Personnel" in this manual.
- Programs For Children With Special Needs**
- 7 An approved ECS operator shall accept and organize programming for all children with special needs who meet eligibility criteria, and for whom programming is requested.
- 8 The Individualized Program Plans (IPPs) of children with special needs will identify:
- (1) special education and related services to be provided;
 - (2) long-term goals and short-term objectives;
 - (3) assessment procedures and diagnostic information on which the plan is based;
 - (4) review dates, results and recommendations;
 - (5) placement plans for children who are served outside the regular classroom; and
 - (6) placement plans to reintroduce children to the regular classroom who have previously been withdrawn.
- 9 Alberta Education shall provide funding, in addition to basic instruction, for children with special needs, including those with mild, moderate and severe disabilities, and those who are socially, culturally or economically disadvantaged. For further details see the *Funding for School Authorities Manual*.
- 10 ECS operators offering programs to children with special needs shall comply with procedures for "Regular Programs," as outlined above.
- 11 ECS operators serving any children with special needs, including those who have severe disabilities, shall:
- (1) develop policy and procedures addressing the special needs component of the ECS Program consistent with Alberta Education regulations;
 - (2) maintain screening/assessment information on file;
 - (3) consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child;
 - (4) make use of provincial and local monitoring and auditing activities to improve their special needs programs; and
 - (5) have on file an Individualized Program Plan (IPP) for each child with mild, moderate or severe disabilities.
- 12 In addition, ECS operators serving children who have severe disabilities shall in applying for Program Unit Funding:
- (1) develop a Program Unit budget that meets the expenditure guidelines outlined in the *Funding for School Authorities Manual* and which indicates services purchased directly related to the special needs of each child served by Program Unit Funding; and
 - (2) provide for regular case conferences to include appropriate community agency resources, ECS personnel, receiving schools, and parents, in order to design long-term plans and to make programming decisions for children receiving Program Unit Funding.
- 13 Applications for Program Unit Funding may be made at any time during the program year, up to June 1 of that year.
- 14 Children may receive a maximum of three years of Program Unit Funding.
- 15 Program Unit Funding decisions may be appealed by the applying school authority or by the child's parent(s) to the Assistant Deputy Minister, Regional Services. Phone 427-7484 for further information.
- 16 Regular inservice opportunities should be available to all staff and parents.

REFERENCES

Please refer to the following for additional information:

Advisory Manual on ECS for the Incorporated Non-Profit Society or Private School

ECS Program Unit Funding: A Handbook for ECS Operators

Funding for School Authorities Manual, including Glossary of Terms

Guide to Education: ECS to Grade 12 Handbook

Individualized Program Plans: A Reference for Teachers

Kindergarten Program Statement

Section 2 (Accountability in Education Policies);
Section 3 (Information Bulletins); and Section 5
(Regulations) in this manual

See Section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained, and for Department / Branch addresses and phone and fax numbers.

Education Programs and Services

Outreach Programs

BACKGROUND

Some students drop out of school because of personal and / or behavioral problems. To encourage these students to continue and complete their education, Alberta Education funds Outreach Programs that assist students in making the transition back into school. Outreach Programs operate as stand-alone schools using a variety of approaches to meet the individual needs of students. For example, the student and teacher in an Outreach Program school may jointly plan the program structure to meet the educational needs of the student.

POLICY

All students are entitled to an education, and Alberta Education supports the transition of student dropouts back into school through an Outreach Program.

STATUTE

School Act

Right of access to education

- 3 (1) Every individual
- (a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age, and
 - (b) who is
 - (i) a Canadian citizen,
 - (ii) lawfully admitted to Canada for permanent residence,
 - (iii) a child of a Canadian citizen, or
 - (iv) a child of an individual who is lawfully admitted to Canada for permanent or temporary residence

is entitled to have access in that school year to an education program in accordance with this **Act**.

- (2) A board may permit an individual

- (a) who at September 1 in a year is younger than 6 years of age or older than 18 years of age, and
- (b) who complies with subsection (1)(b), to have access in that year to an education program in accordance with this **Act**.

Powers of boards

- 44 (1) A board must
- (a) establish policies respecting the provision of educational services and programs; ...
- (2) A board may
- (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;
 - (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools ...

Other sections: s.16 Alternative programs

REGULATIONS

The *School Grants Regulation A.R. 72/95* and *Insurance Regulation A.R. 78/89* must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "funded student" is as defined in the *Funding for School Authorities Manual*,
- 2 "outreach program" means a program of basic education developed for funded students who are unable to attend or benefit from a regular school program, and
- 3 "stand-alone school" means a site or facility separate from an existing school building.

PROCEDURES

- 1 A school board shall pass a motion granting approval to offer an Outreach Program.
- 2 A school board intending to offer an Outreach Program must complete a *Notice of Intent to Offer a New Outreach Program*, Form 21, (including a plan on how the program would be offered) by May 31 for the following school year and submit to the Regional Office Branch.
- 3 A school board must receive approval from the Deputy Minister, prior to commencing a program for the first time. Once granted, program approval is on-going.
- 4 The Outreach Program school must be coded and operated as a stand-alone school. Site and facilities must meet Alberta building, health and safety standards for school buildings.
- 5 The school board must ensure that its liability insurance is extended to protect the board, its employees, students and third parties, as required.
- 6 A school board operating an Outreach Program must develop, keep current and implement written policies and procedures for the program. Policies must deal with student eligibility, attendance, performance, evaluation and program monitoring.
- 7 The program shall be authorized by a board motion, and must consist of Alberta Education programs of study and/or locally developed junior or senior high courses.
- 8 The program must provide students with educational services that are in addition to distance learning courses and materials. Examples of additional services are personal and career counselling, conflict resolution, anger management techniques, time management and study skills, etc.
- 9 Home education students shall not be eligible for outreach funding, and shall not be reported as part of the Outreach Program.
- 10 While a variety of teaching / learning methods may be employed, students must have access to instruction by a certificated teacher during the instructional day.
- 11 Outreach Program operations and results should be included in Annual Education Results Reports and education plans and may be audited under *School Authority Accountability* (Policy 2.1.1).

REFERENCES

Please refer to the following for additional information:

*Funding for School Authorities Manual
Guide to Education*

*Notice of Intent to Offer a New Outreach Program
(Form 21)*

School Authority Accountability (Policy 2.1.1)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses

BACKGROUND

Alberta Education is committed to ensuring that all students have access to a quality education.

Locally developed/acquired and authorized junior high school complementary courses authorized by school authorities provide instructional opportunities that complement provincially authorized programs. This policy enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Alberta Education is also committed to meeting the changing needs of students by encouraging flexibility and discretion at the local level. Over a number of years, locally developed/acquired and authorized senior high courses in practical arts/career and technology studies, second languages, fine arts and other areas have been developed to accommodate the special interests and abilities of students, to address local community or parent interests, or to provide for innovative practices.

Historically, Alberta Education has required school authorities to submit senior high locally developed/acquired and authorized courses to the Minister for approval. However in the interest of increasing local flexibility to meet the needs of students, local school authorities will authorize senior high locally developed/acquired and authorized courses and provide Alberta Education with information regarding these authorizations.

POLICY

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses, to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level to meet the unique needs of a local community.

STATUTE

School Act

Private schools

- 22 (2) A private school is entitled to be accredited as an accredited private school if
- (a) the Minister approves the education program and any modification of it offered at the school ...

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
 - (b) authorize courses of study, education programs or instructional materials for use in schools;
 - (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
 - (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
 - (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
 - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Powers of boards

- 44 (2) A board may
- (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;

- (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools ...

ADDITIONAL DEFINITIONS

In this policy,

- 1 “school authorities” means boards and funded private schools.

PROCEDURES

- 1 School authorities offering locally developed/acquired and authorized courses shall develop, keep current and implement written policy and procedures consistent with provincial policy and procedures for the development and monitoring of courses at the local level.
- 2 A record of local policy and monitoring and implementation results shall be maintained by the school authorities and shall be available to Alberta Education for review upon request.
- 3 All locally developed/acquired and authorized courses and learning resources shall be consistent with:
 - (1) the Ministerial Order made under section 25(1)(f) of the **Act**; and
 - (2) *Promoting Tolerance, Understanding and Respect for Diversity*.
- 4 Approval of a locally developed/acquired and authorized course (junior and/or senior high) shall be by board motion and shall be for a maximum duration of three years.
- 5 The description for each course (junior or senior high) should include:
 - (1) the name of the school authority and schools(s) where the course is to be offered;
 - (2) the title of the course;
 - (3) a motion of the board or governing body of a private school to offer the locally developed/acquired and authorized course;
 - (4) the junior high school grades or the senior high school years at which the course is to be offered;
 - (5) the credit allocations, if appropriate (credit values of less than 3 are not acceptable for senior high courses);

- (6) implementation date;
 - (7) the philosophy and rationale for the course;
 - (8) a statement of general learner expectations for the course;
 - (9) a statement of specific knowledge, skill and attitude learner expectations for the course;
 - (10) the anticipated enrollment;
 - (11) the special facilities or equipment necessary;
 - (12) the identification of controversial or sensitive course components and treatment at the school level;
 - (13) a list of learning resources approved for use by the school authority that must meet Alberta Education's criteria for promotion of tolerance and understanding;
 - (14) a statement indicating that significant overlap with provincially developed courses does not exist (a course in which the method of delivery or the provision of additional instructional time to attain the learner expectations of other courses are the only differences from that of a provincial course will not be considered as a locally developed/acquired and authorized course);
 - (15) the assessment standards for the course (The assessment standards should indicate the means which may be used to assess student achievement, and the overall level of difficulty of the course. Samples of assessment materials and examples of student work may be provided as evidence of the standards.);
 - (16) a plan for course evaluation and monitoring by the school authority; and
 - (17) for senior high school courses, information regarding which other school authority is offering the course, if applicable, and how this course differs from that being offered by other school authorities.
- 6 Courses should have an instructional focus and shall not replace activities that are a normal part of:
- (1) extracurricular or co-curricular programs offered by a school, e.g., school team sports, school newspaper, yearbook; and

- (2) community programs offered by individuals or organizations, e.g., figure skating, ballet, sports activities, clubs.
- 7 Alberta Education shall monitor locally developed/acquired and authorized courses.
- 8 School authorities are responsible for obtaining clearance of copyright and permission to use courses, learning resources and other related materials developed by other school authorities.
- 9 Locally developed/acquired and authorized second language courses shall reflect the curriculum standards established in provincial second language programs of study.
- 10 School authorities are encouraged to offer challenge assessments in approved locally developed/acquired and authorized language courses in order to recognize the proficiency of their students in languages other than English. The second language challenge assessments must reflect the full range of knowledge and skills of the second language course, that is, a balanced assessment of listening, reading, speaking and writing in all course components.
- 11 Locally developed/acquired and authorized courses involving an off-campus work station or site shall conform to applicable legislation such as the Occupational Health and Safety Act, Workplace Hazardous Materials Information System and local and provincial health, safety and building standards. (See the *Work Experience Program Teacher Resource Manual (1990)* and the *Off-Campus Education Policy (Policy 1.4.3)*.)

Junior High School

The following applies to Locally Developed/Acquired and Authorized Junior High School Complementary Courses:

- 12 School authorities shall keep a written description of each locally developed/acquired and authorized junior high school complementary course on file.
- 13 School authorities wishing to continue offering a locally/acquired and authorized course shall reauthorize their locally developed/acquired courses or programs every three years.
- 14 Schools shall offer two provincially authorized complementary courses except where instruction in a language other than English (**School Act**, sections 5 and 6) is offered, then only one provincially authorized complementary course is required. For the purposes of this section, religious studies is deemed to be provincially authorized.

Senior High School

The following applies to Locally Developed/Acquired and Authorized Senior High School Complementary Courses:

- 15 Prior to submitting a course outline to the school authority for approval, the course outline will be forwarded to the Director, Curriculum Standards Branch for review regarding overlap with provincially authorized curriculum. The review documentation, along with the course outline, shall be filed with the school authority as it considers course approval.
- 16 School authorities shall then forward all completed authorizations and course outlines of credit courses (including second language courses) to the Director, Curriculum Standards Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and maintain a locally developed/acquired courses database.
- 17 When courses are to be offered for credit, course codes shall be obtained from the Curriculum Standards Branch (unless the appropriate course codes are in the Locally Developed/Acquired and Authorized Complementary Courses Appendix in the *Guide to Education*). All courses will be offered for 3 credits or more.
- 18 School authorities wishing to use locally developed/acquired courses previously authorized by another school authority or a post secondary institution shall obtain permission from the originator to use the course outline prior to authorizing the course. School authorities are also responsible for obtaining clearance of copyright and permission to use learning resources and course related materials developed by others.

- 19 Authorized locally developed/acquired courses may constitute a component of a student's complementary program. Category C requirements for the Advanced High School Diploma (until 1997) may be fulfilled by locally developed/acquired courses in languages other than English, fine arts or practical/career and technology studies areas.
- 20 Locally developed/acquired courses may satisfy the requirement for the two Grade 12-level courses other than English or social studies specified for the General High School Diploma (until 1997).
- 21 Locally developed/acquired courses may satisfy the following requirements for the Alberta High School Diploma:
- (1) 10 credits from career and technology studies or fine arts or second languages; and
 - (2) 10 credits in any 30-level course other than English or social studies.
- 22 Locally developed/acquired courses at the senior high school level shall be designated as 15, 25, and 35-level courses.
- 23 All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed/acquired courses or programs every three years. Re-authorizations do not require a review for overlap by the Curriculum Standards Branch.
- School authorities will inform the Director, Curriculum Standards Branch of all locally developed/acquired course reauthorizations (including second language courses). New board motions for these reauthorizations will also be forwarded to the Director, Curriculum Standards Branch for all courses (including second language courses).
- 24 *School authorities wishing to offer locally developed religious studies courses for credit should refer to the "Locally Developed Religious Studies Course" policy contained in this Policy Manual. These courses will continue to require Ministerial Authorization.*
- 25 Alberta Education does not provide additional funding for facilities for locally developed/acquired senior high school courses.

Alberta High School Graduation Requirements Booklet

Essential Concepts, Skills and Attitudes for Grade 12 Guide to Education

Program of Studies: Junior High Schools

Program of Studies: Senior High Schools

Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

Students' Interactions Developmental Framework: The Social Sphere

Students' Physical Growth Developmental Framework: Physical Dimension

Students' Thinking Developmental Framework: The Cognitive Domain

The Emerging Student Relationships Among the Cognitive, Social and Physical Domains of Development

Work Experience Program: Teacher Resource Manual, Junior and Senior High School

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

REFERENCES

Please refer to the following for additional information:

Education Programs and Services

Locally Developed Religious Studies Courses

BACKGROUND

Locally developed religious studies courses approved by Alberta Education have reflected primarily the interest of Roman Catholic school districts in the province in receiving credits for instruction devoted to the study of the Catholic faith. The Alberta Catholic School Trustees' Association Consortium Program was approved on the condition that the emphasis in 20% of the content of each course (Religious Studies 15-25-35) be placed on comparative religious studies. This redirected some of the focus of the program from single faith religious instruction to include the comparative study of other world religions. A distinction between religious instruction and religious studies is made on this basis, which qualifies religious studies courses for credit.

The growth of private schools in the province has resulted in requests to offer Religious Studies 15, 25, 35 in a manner which reflects the religious values and belief systems of the particular support group. The right of private schools to offer credits for instruction based on their particular religious values and belief systems, is recognized by this province provided certain conditions are met, such as opportunity for students to develop a respect and understanding for other major world faiths.

POLICY

Alberta Education recognizes the right of all school authorities to reflect their particular views and belief systems in locally developed religious studies courses, provided that such courses develop respect and promote understanding of individual and minority group differences; develop an understanding and appreciation of the beliefs, customs and practices, literature and traditions of other major world religions; develop critical thinking; develop desirable personal characteristics; and conform to other provincial policies.

STATUTE

School Act

Private schools

22 (1) A school is entitled to be registered as a private school if the operator applies to the Minister and the Minister is satisfied that

- (a) the school will provide a program of studies that complies with any orders made under section 25(1)(f) ...
- (2) A private school is entitled to be accredited as an accredited private school if
 - (a) The Minister approves the education program and any modification of it offered at the school, ...

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
 - (b) authorize courses of study, education programs or instructional materials for use in schools;
 - (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
 - (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
 - (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
 - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Religious and patriotic instruction

- 33 (1) A board may
- (a) prescribe religious instruction to be offered to its students;
 - (b) prescribe religious exercises for its students; ...
 - (e) permit persons other than teachers to provide religious instruction to its students.

- (2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student
- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
 - (b) to remain in the classroom or place without taking part in the instruction or exercises.
- 4 Religious Studies courses may contain up to 80% content based on a particular faith or belief/value system and shall include 20% content in each course (Religious Studies 15-25-35) which addresses a comparative study of other religions.
- 5 The 20% of the content that addresses a comparative study of other world religions shall relate specifically to a comparative study of major world religions such as Judaism, Buddhism, Islam, Christianity, etc.
- 6 School authorities wishing to offer the already approved Religious Studies 15, 25, 35 sequence outlines of the Alberta Catholic School Trustees' Association Consortium Program should obtain permission for use from the Alberta Catholic School Trustees' Association.
- 7 Alberta Education does not provide additional funding for locally developed religious studies courses.

Powers of boards

- 44 (2) A board may:
- (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;
 - (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools;

ADDITIONAL DEFINITIONS

In this policy,

- 1 "school authorities" means boards and funded private schools.

PROCEDURES

- 1 All locally developed religious studies courses and learning resources shall be consistent with the Ministerial Order made under section 25(1)(f) of the **Act**.
- 2 Documentation submitted to the Director, Curriculum Standards Branch, Alberta Education, with a request for approval, shall include evidence that the course has been reviewed and meets Alberta Education's *Promoting Tolerance, Understanding and Respect for Diversity*. The course should promote understanding and respect for individual and minority group differences, and promote the development of critical thinking.
- 3 School authorities shall conform to the procedures outlined in *Locally Developed / Acquired and Authorized Junior and Senior High Complementary Courses* (Policy 1.2.1).

REFERENCES

Please refer to the following for additional information:

Guide to Education

Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses (Policy 1.2.1)

Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Francophone Education

BACKGROUND

Under Development

POLICY

Under Development

STATUTE

School Act

Interpretation

In this **Act**,

- 1 (1)(b.1) “co-ordinating council” means a co-ordinating council of a Francophone Education Region;
- (f.1) “Francophone” means an individual referred to in section 5(1);
- (o.1) “Region” means a Francophone Education Region established pursuant to this **Act**;
- (o.2) “Regional authority” means a Regional authority established pursuant to this **Act**;

Application to Francophone Education Regions

- 2.1(1) The following apply to a Francophone Education Region and its Regional authority, if any, as if the Region were a district and the Regional authority were a board:

sections 1 to 2.1;
 Part 1;
 Part 2 except section 22;
 Part 3 except sections 27, 28 and 31;
 Part 4;
 Part 5;
 sections 125 to 130, 162, 167 and 176 to 181;
 Part 7 except section 187(3);
 sections 209 to 216 and 218 to 223;
 Part 9.

- (2) If a provision of this **Act** applies to a Region, a reference to a board in the provision is deemed to include a reference to the Regional authority, if any.

- (3) If a provision of this **Act** applies to a Region, a reference to a trustee in the provision is deemed to include a reference to a member of the Regional authority, if any.
- (4) If a provision of this **Act** applies to a Region, a reference to a resident student in the provision as it applies to the Region is deemed to be a reference to a student enrolled in a school operated by the Regional authority, if any.
- (5) If a provision of this **Act** applies to a Region, a reference to an elector in the provision as it applies to the Region is deemed to be a reference to an individual referred to in Section 223.4(1).
- (6) If in any other **Act** a reference is made
- (a) to a school district or division, the reference is deemed to include a Region governed by a Regional authority, or
 - (b) to a school board or the trustees of a school board, the reference is deemed to include a Regional authority or the members of a Regional authority, as the case may be.
- (7) Subsection (6) does not apply to a reference in the following **Acts**:
- Condominium Property Act**;
Crown Cultivation Leases Act;
Drainage Districts Act;
Health Insurance Premiums Act;
Hospitals Act;
Northland School Division Act;
Parks Towns Act.
- (8) Notwithstanding subsections (1) and (6), the Minister may exempt a Region or a Regional authority from the application of a provision of this or any other **Act**.

Enrollment in a Francophone school

- 2.3(1) If a student's parent is a Francophone who requests that the student be enrolled in a school operated by a Regional authority and the student resides in the Region within the distance from the school prescribed by regulation, the student is entitled to attend that school and the Regional authority shall enroll the student in that school.
- (2) If a student's parent is a Francophone who requests that the student be enrolled in a School operated by a Regional authority and the student does not reside in the Region within the distance from the school prescribed by the regulation, the Regional authority may enroll the student in that school under the terms set by the Regional authority.
- (3) Repealed 1994 c29 s4.
- (4) If a student is the child of a Francophone and is enrolled in a school operated by a Regional authority, the student continues to be a resident student of a board of a district, of a division or, if section 27(6) applies to the student, of the Government, but section 28 does not apply to that board or the Minister, as the case may be, with respect to that student while the student is enrolled in a school operated by a Regional authority.

Regulations

2.4 The Minister may make regulations

- (a) respecting the distance from a school operated by a Regional authority referred to in section 2.3;
- (b) repealed 1994 c29 s5;
- (c) respecting the amount of fees or costs payable and by whom the fees or costs are payable in respect of a student who is the child of a Francophone and who is enrolled in a francophone program operated by a board.

Language of instruction - French

- 5 (1) If an individual has rights under section 23 of the *Canadian Charter of Rights and Freedoms* to have his children receive school instruction in French, his children are entitled to receive that instruction in accordance with those rights wherever in the Province those rights apply.

- (2) The Lieutenant Governor in Council may make regulations
- (a) respecting the education generally of students whose parents are Francophones;
- (b) respecting co-ordinating councils;
- (c) notwithstanding any other provision of this **Act**, respecting any matter required to give effect to subsection (1).
- (3) A student who is enrolled in a school operated by a Regional authority is entitled to receive school instruction in French.
- (4) A Regional authority shall provide to each student enrolled in a school operated by it an education program consistent with the requirements of this **Act** and the regulations.

Establishment of Region

- 223.1(1) The Minister may establish any portion of Alberta as a Francophone Education Region.
- (2) The order establishing a Francophone Education Region shall describe the boundaries of the Region and give it a name and the number in the following form:
- The _____ Francophone Education Region No. _____.

Effect of establishment

- 223.2 The establishment of a Francophone Education Region does not affect a public school district or division or separate school district established in respect of all or part of the portion of Alberta in which the Francophone Education Region is established.

Regional authority

- 223.3(1) The Minister may by order establish a Regional authority for a Region, and the members of the Regional authority are a corporation under the name of:
- The Regional Authority of _____ Francophone Education Region No. _____.
- (2) The Minister may appoint no fewer than 3 Francophones as the first members of a Regional authority.
- (3) Members of a Regional authority appointed under subsection (2) hold office until the first organizational meeting of the Regional authority held after the first general election held after the Regional authority is established.

- (4) The board of a district or division required by the Minister to do so must enter into an agreement with the Regional authority respecting any matter the Minister considers necessary, including, but not limited to, dealing with assets and liabilities and the transfer of employees.
- (5) If a board referred to in subsection (4) and the Regional authority do not enter into an agreement under subsection (4) within a period that the Minister considers reasonable, the Minister may make an order respecting any matter the Minister considers necessary.
- (c) has been a resident of Alberta for the 6 consecutive months immediately preceding nomination day, and
- (d) is not otherwise ineligible under the **Local Authorities Election Act**.
- (4) A person who is eligible to vote in an election for a board other than a Regional authority, a board or a co-ordinating council at any particular time.
- (5) A person may be a member of only one of a Regional authority, a board or co-ordinating council at any particular time.

Electors for Region

223.4(1) For the purposes of this **Act** and the **Local Authorities Election Act**, an individual is eligible to vote in an election of members of a Regional authority if

- (a) the individual
 - (i) is a Francophone;
 - (ii) has a child who is a student enrolled in a school operated by the Regional authority,
 - (iii) is 18 years of age or older,
 - (iv) is a Canadian citizen, and
 - (v) has been a resident of Alberta for the 6 consecutive months immediately preceding nomination day,
- or
- (b) the individual is a member of a class of individuals prescribed by the Lieutenant Governor in Council as being eligible to vote.

(2) For the purposes of this **Act** and the **Local Authorities Election Act** and notwithstanding section 21 of the **Local Authorities Election Act**; an individual who may vote in an election of members of a Regional authority may nominate an individual as a candidate for election as a member of the Regional authority.

(3) For the purposes of this **Act** and the **Local Authorities Election Act**, an individual is eligible to be elected as a member of a Regional authority if the individual

- (a) is 18 years of age or older,
- (b) is a Canadian citizen,

Dissolution of Regional authority

223.5(1) A regional authority may pass a resolution requesting the Minister to dissolve the Regional authority.

- (2) The Minister, subject to any terms or conditions the Minister imposes, may dissolve a Regional authority whether or not the Minister receives a resolution requesting the dissolution.
- (3) If on the dissolution of a Regional authority the Minister considers an adjustment of assets or liabilities to be necessary, the Minister shall, by order, give directions with respect to the assets or liabilities of the Regional authority.

Co-ordinating councils

223.6(1) The Minister may by order establish a co-ordinating council for a Region, and the members of the co-ordinating council are a corporation under the name of:

The _____ Regional Francophone Co-ordinating Council.

- (2) The Minister may appoint no fewer than 3 individuals as members of a co-ordinating council.

Powers of co-ordinating councils

223.7(1) A co-ordinating council shall

- (a) facilitate the education in French of the children of Francophones by advocacy or by entering into agreements, including agreements with boards or Regional authorities respecting the purchase of services;

- (b) advise boards, Regional authorities and the Minister respecting all matters relating to the education in French of the children of Francophones;
 - (c) carry out any other task, inquiry or investigation requested by the Minister.
- (2) A co-ordinating council shall not act as if it were a board.

Dissolution of co-ordinating council

223.8(1) A co-ordinating council may pass a resolution requesting the Minister to dissolve the co-ordinating council.

- (2) The Minister, subject to any terms or conditions the Minister imposes, may dissolve a co-ordinating council whether or not the Minister receives a resolution requesting the dissolution.
- (3) If on the dissolution of a co-ordinating council the Minister considers an adjustment of assets or liabilities to be necessary, the Minister shall, by order, give directions with respect to the assets or liabilities of the co-ordinating council.
- (4) The Minister may establish a Regional authority for the Region under section 223.3 and dissolve any co-ordinating council.
- (5) If the Minister dissolves a co-ordinating council under subsection (4), the Minister may also make an order under subsection (3).

Canadian Charter of Rights and Freedoms

Minority Language Educational Rights

- 23 (1) Citizens of Canada
- (a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or
 - (b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province,
- have the right to have their children receive primary and secondary school instruction in that language in that province.

- (2) Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.
- (3) The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province
 - (a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and
 - (b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

REGULATIONS

Under Development

ADDITIONAL DEFINITIONS

Under Development

PROCEDURES

Under development

REFERENCES

Please refer to the following for additional information:

Francophone Governance Implementation Handbook

French Language Working Group Report

Funding for School Authorities Manual

Guide de mise en œuvre de la gestion scolaire francophone

Guide to Education

Language Education Policy for Alberta

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Vocational Education

BACKGROUND

Vocational Education programs and courses are available to Alberta high school students who wish to develop skills in a number of trade, service or technology oriented career fields. When students enter the program they are given the opportunity to explore a number of career fields. They are able to progress through the preparation levels so that they may leave high school with job entry skills leading directly to employment or to further training and education. To ensure program currency and articulation with the workplace and post-secondary institutions, courses may be taught in specifically designed and equipped facilities by certificated teachers who hold journeyman or equivalent status, or through off-campus placement.

The Career and Technology Studies (CTS) program is currently being phased-in. Effective 1997-98 school year, the CTS program will replace all practical arts programs including vocational education, business education, and home economics.

POLICY

Students in high schools may be provided with opportunities to integrate basic educational skills with job entry skill development in a technical learning environment in order to prepare them for employment or further training and education.

STATUTE

School Act

Courses, programs, etc.

25 (1) The Minister may do the following:

- (a) prescribe courses of study or education programs, including the amount of instruction time;
- (b) authorize courses of study, education programs or instructional materials for use in schools;
- (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;

- (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
- (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Other sections: s.1(1)(q) School

ADDITIONAL DEFINITIONS

In this policy,

- 1 "career orientation" means instruction in introductory vocational courses that assist students in their choice of career patterns selected from Vocational Education 12 and 15 level courses.
- 2 "career preparation" means instruction in senior vocational courses that assist students in their preparation for specific occupations. The courses are chosen from Vocational 22, 32 or 25, 35 level courses.
- 3 "credit enrollment unit" means an individual teacher-person contact time of one credit in a course prescribed or approved by the Minister, under section 25(1)(a) of the **School Act**, where the course is included in a program of instruction approved by the Director of Regional Offices Branch, Alberta Education.
- 4 "vocational certificated teacher" means a teacher with a valid Alberta teaching certificate who also possesses a valid Alberta journeyman certificate in a trade area recognized by Alberta Advanced Education and Career Development. In trade areas where journeyman certification has not been established, vocational certificated teachers must have training and experience equivalent to that required for journeyman certification. Evaluation of this training and experience is conducted by Alberta Education at the request of a school jurisdiction.

PROCEDURES

- 1 Boards shall develop, keep current, and implement written policy and procedures consistent with provincial policy and procedures.
- 2 The vocational education program shall include the 12, 22, 32, and the 15, 25, 35 series of vocational courses in Alberta Education's High School Program of Studies.
- 3 Vocational education courses shall be:
 - (1) taught by certificated teachers who hold journeyman or equivalent certification in the trade or technology area they are assigned to teach; and
 - (2) conducted in facilities approved by Alberta Education or, in the case of off-campus facilities, by the school jurisdiction.

REFERENCES

Please refer to the following for additional information:

Guide to Education

Industrial Education Manual for Guidance of Teachers and Counsellors

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Integrated Occupational Program

BACKGROUND

In June of 1985, a policy statement for Secondary Education in Alberta was released by the Government of Alberta. One thrust of this policy on secondary education was the development of a provincial Integrated Occupational Program (IOP). This five-year program begins in the eighth year of schooling and continues through the twelfth year of schooling culminating in an ability to enter into employment and/or continuing education.

POLICY

The Integrated Occupational Program is designed for students who learn best and achieve success through concrete learning experiences that can be provided by integrating academic skills in occupational contexts.

STATUTE

School Act

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
 - (b) authorize courses of study, education programs or instructional materials for use in schools;
 - (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
 - (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
 - (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;

- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Other sections: s.1(1)(q) School

ADDITIONAL DEFINITIONS

In this policy,

- 1 "core component" means the inclusion of courses directly related to improving student competencies in:
 - (1) mathematics,
 - (2) science,
 - (3) social studies,
 - (4) English language arts,
 - (5) physical education,
 - (6) health and personal life skills, and
 - (7) career and life management.
- 2 "occupational component" means that component of the program designed to develop occupational competencies through the provision of opportunities for practical learning experience within the school, home, and community in the context of occupational clusters.
- 3 "occupational clusters" refers to the grouping of courses into one of the following clusters:
 - (1) agribusiness
 - (2) business and office operations
 - (3) construction and fabrication
 - (4) creative arts
 - (5) natural resources
 - (6) personal and public services
 - (7) tourism and hospitality
 - (8) transportation
- 4 "Certificate of Achievement" means a certificate awarded to students who successfully complete the Integrated Occupational Program.
- 5 "integration" means the linkages between:
 - (1) core and practical arts/occupational courses;

- (2) social skills and each IOP course;
 - (3) the student and the school environment;
 - (4) the school and the community; and
 - (5) teachers and administrators in course planning, schedules, etc.
- 6 “community partnership” means an agreement between a school, another agency or a private school on a mutually acceptable set of purposes and the means of achieving such purposes. Community partnership is based on the belief that educators can enhance students’ learning experiences by bringing the community into the school and by taking the students out into the community.

In the IOP, community partnership is a vital component of every course, particularly the occupational courses, and is intended to provide students with a variety of exposures and experiences in the real life world of work.

PROCEDURES

- 1 School boards shall:
 - (1) develop, keep current, and implement written policy and procedures consistent with provincial policy and procedures;
 - (2) identify, assess, and place Integrated Occupational Program students in accordance with the policy;
 - (3) evaluate Integrated Occupational Program students;
 - (4) establish transfer routes of Integrated Occupational Program students to higher level courses and programs; and
 - (5) ensure the students are 12 years 6 months of age or older on September 1.
- 2 The needs of individuals shall be addressed through enrollment in integrated occupational courses and where appropriate in regular courses. Where success is demonstrated, students shall be encouraged to achieve a High School Diploma.
- 3 In developing and implementing an Integrated Occupational Program, boards shall:
 - (1) set out the program content under two major integrated components: core courses and occupational courses;

- (2) ensure that the focus of the core courses is on the development of skills necessary for everyday living at home, in the community and on the job. While basic skill development in the academic courses shall be directed to improving students’ skills in communication, computation, and social relationships, the occupational courses shall provide opportunities for students to apply these skills;
- (3) develop a system for student referral, screening, program development, program entry and exit, and student placement involving the sending and receiving schools;
- (4) ensure that the IOP courses (English language arts, mathematics, science and social studies) reflect the general context of regular courses but within a functional, life skills and applied occupational context. In addition, students shall take physical education and CALM 20;
- (5) provide career counselling as an integral part of the program;
- (6) inform parents, guardians, and students of the nature and expectations of the program and, where the student is under the age of 16, require yearly written consent for the student to register for such courses or programs;
- (7) co-ordinate efforts among different agencies such as other schools, Alberta Advanced Education and Career Development centres, Alberta Family and Social Services, and local business and industry to facilitate program delivery in the school and the community.

4 IOP time/credit allocations shall be as outlined below:

GRADE LEVEL	COMPONENT	MINIMUM HOURS/ CREDITS
8, 9	A. Core	575 hours
	B. Practical Arts	225 hours
	C. Unspecified	150 hours
	Total	950 hours
10, 11 and 12	A. Core	
	Mathematics	3 credits
	Science	3 credits
	English Language Arts	9 credits

	Social Studies	6 credits
	Physical Education 10	3 credits
	CALM 20	3 credits
B.	Occupational Courses	40 credits
C.	Unspecified	13 credits
	Total	80 credits

Guide to Education

Industrial Education Manual for Guidance of Teachers and Counsellors

Integrated Occupational Program Information Manual for Administrators, Counsellors, and Teachers

Off-Campus Education Guide for Administrators, Counsellors and Teachers

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Note: Although core courses in the IOP are designated as three-credit courses, schools are encouraged to provide more instructional time than would normally be given to a three-credit course if this will help to ensure student success.

- 5 The IOP courses, and in particular the occupational courses, shall have a community partnership component which should increase with each year spent in the program. Recommended proportions for each practical arts/occupational course are:

Grades 8 and 9.....	10%
Grade 10.....	20%
Grade 11.....	30%
Grade 12.....	40%
- 6 Successful completion of 80 specified credits shall result in the awarding of a provincial Certificate of Achievement by Alberta Education.
- 7 A minimum of 40 credits shall be taken from the occupational component. Recommended minimums are:
 - (1) 10 credits in grade 10,
 - (2) 20 credits in grade 11, and
 - (3) 10 credits in grade 12.
- 8 It is recommended that students complete a minimum of 23 credits in one occupational cluster including at least 3 credits at the 16 level, 10 credits at the 26 level and 10 credits at the 36 level. Students are required to complete a minimum of 10 credits at the 36 level of one occupational cluster in order to qualify for a provincial Certificate of Achievement.
- 9 Students demonstrating success should be encouraged to add to their program and also achieve a High School Diploma.

REFERENCES

Please refer to the following for additional information:

Education Programs and Services

Off-Campus Education

BACKGROUND

There is a growing need for expanded off-campus programs to complement and enhance current programming in schools. The provision of off-campus programs permits schools to expand learning opportunities for junior and senior high school students by establishing partnerships with businesses, industries, volunteer and other agencies in the community. These partnerships will ensure students have the knowledge and skills demanded by business, gain recognized work experience and are assisted in making the transition from school to work or from school to a post-secondary institution.

Off-campus education provides an opportunity for students to enhance and apply, in real-life contexts, knowledge, skills and attitudes acquired through course work. Off-campus education is viewed as a partnership of student, school and community. Partnerships provide opportunities for students to explore and expand their career interests and aptitudes in meaningful activities, situated in community-based work stations, work sites and volunteer agencies.

POLICY

In order to provide practical experiences related to life skills and career opportunities, and to help students grow in knowledge, skills and attitudes, Alberta Education supports off-campus education programs delivered through school-community partnerships.

STATUTE

School Act

Interpretation

- 1 (1) (q) "school" means a structured learning environment through which an education program is offered to a student by
- (i) a board,
 - (ii) an operator of a private school ...

Courses, programs, etc.

- 25 (1) The Minister may do the following:

- (a) prescribe courses of study or education programs, including the amount of instruction time;
- (b) authorize courses of study, education programs or instructional materials for use in schools;
- (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
- (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
- (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Work experience programs

- 37 (1) A board may approve a work experience program for its students to attend.
- (2) Subject to the regulations, a board may enter into an agreement with a person to provide a place of work and facilities for students who are attending a work experience program.
 - (3) When a board directs a student to attend a work experience program, it shall obtain the consent of
 - (a) the student's parent, or in the case of a student who is 16 years or older, the student, and
 - (b) the Minister.
 - (4) For the purposes of section 8, a place of work or facility shall be deemed to be a school during the time the student is in the place or facility under the work experience program.

**Employment Standards Code, S.A. 1988,
Chapter E-10.2**

- 75 (1) Subject to subsection (3), no person shall during normal school hours
- (a) employ, or
 - (b) permit to work on his premises
- a child who is required to attend school under the **School Act**.
- (2) Subject to subsection (3) and the regulations made under subsection (4), no individual under the age of 15 years shall be employed without the written consent of his parent or guardian and the approval of the Director [Employment Standards].
- (3) Subsections (1) and (2) do not apply to an individual under the age of 15 years
- (a) who has been excused from school attendance under the **School Act** for the purpose of vocational training through employment, or
 - (b) who is enrolled in a work experience program approved under the **School Act** ...

**Apprenticeship and Industry Training Act, S.A.
1991 A-42.3**

- 1 (l) "student work training program" means a program
- (i) under which a student receives work experience and training in a designated trade,
 - (ii) that is offered to the student by or on behalf of
 - (A) a board as defined under the **School Act** ...
 and
 - (iii) that is approved, registered or otherwise recognized by the Board (Alberta Apprenticeship and Industry Training Board).

**Workers' Compensation Act, S.A. 1981, Chapter
W-16**

- 147(2) The Lieutenant Governor in Council may, in respect of persons to whom this **Act** does not apply, make regulations
- (a) authorizing the [Workers' Compensation] Board to make orders declaring that the **Act** applies to any class of those persons;

- (b) designating those classes of persons in respect of whom the [Workers' Compensation] Board may make an order under a regulation made under clause (a); ...

- (3) Where the [Workers' Compensation] Board makes an order under a regulation made under subsection (2)(a) declaring that this **Act** applies to a class of persons, the persons in that class are, for the purposes of this **Act**, considered to be workers employed by the Government of Alberta.

Workers' Compensation Regulation A.R. 427/81

Persons considered to be workers employed by the Government of Alberta

- 7 (1) The [Workers' Compensation] Board may make orders declaring that the [Workers' Compensation] **Act** applies to the following classes of persons:
- (e) students registered in a secondary school while they are attending and participating in a work experience program or the practical experience part of a work-related program, including courses in industrial education and home economics, if the program has been designated as such by the secondary school and approved by the Board [Workers' Compensation Board].

ADDITIONAL DEFINITIONS

In this policy,

- 1 "off-campus education" means work study, work experience programs, registered apprenticeship programs and cooperative education programs.
- 2 "work study" means off-campus experiential learning integrated with a course undertaken by a junior or senior high school student:
 - (1) as an integral part of the curriculum of a provincially approved school course or program; e.g. English 30, IOP, etc.;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) where no additional credit is given; and
 - (4) which is part of community partnership (off-campus, job-shadowing, apprenticeship) activities engaged in by students.

- 3 “work experience” means off-campus experiential learning undertaken by a senior high school student:
- (1) as an integral part of a planned school program;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) which constitutes a separate course based on 25 hours per credit; and
 - (4) which, in the context of Work Experience in the Canadian Forces, constitutes a program plan and time-frame agreed to by the school, the student, the parent and the Canadian Forces.
- 4 “registered apprenticeship program” means experiential learning undertaken by a senior high school student:
- (1) as an integral part of a planned school program;
 - (2) which is under the cooperative supervision of a teacher-coordinator and the employer;
 - (3) where a student is a registered apprentice;
 - (4) where the program meets the acts and regulations of Alberta Advanced Education and Career Development relating to apprenticeship training; and
 - (5) which constitutes a separate course based on 25 hours per credit.
- 5 “cooperative education/youth internship” means off-campus experiential learning undertaken by a senior high school student:
- (1) as approved under policies established by the Federal Government and Alberta Education;
 - (2) as an integral part of a planned school program;
 - (3) which integrates off-campus experience with in-school instruction;
 - (4) which is under the cooperative supervision of a teacher-coordinator and the employer; and
 - (5) which constitutes a separate course based on 25 hours per credit.
- 2 A school board wishing to initiate a Registered Apprenticeship Program:
- (1) shall have a board motion indicating board approval and have a letter of approval for the program from the Area Manager of the local Career Development Centre on file;
 - (2) shall, as a component of a student’s program leading to a Certificate of Achievement or High School Diploma, offer a maximum of 40 credits in a Registered Apprenticeship Program sequence of courses from among those listed in the *Guide to Education*;
 - (3) shall file the names of students enrolled on the Registered Apprenticeship Program Student Placements form with the Director of Curriculum Standards Branch, Alberta Education; and
 - (4) shall adhere to all procedures stated in this policy except for sections 1, 3, 10(1) and (3).
- 3 The board shall be responsible for:
- (1) ensuring that course content, where available, is followed and where necessary, developed; and
 - (2) the instructional practice and evaluation for all off-campus courses including:
 - (a) work experience courses
 - (b) work study components of core and complementary courses
 - (c) cooperative education/youth internship courses
 - (d) registered apprenticeship program courses.
- 4 Off-campus education courses approved by the board;
- (1) shall specify learner expectations for each student;
 - (2) shall ensure student eligibility to obtain credit if the off-campus component of the program is terminated by the employer;
 - (3) may include modules from the Career Transitions strand of the Career and Technology Studies program and other strands; and
 - (4) may be undertaken at one or more work stations and/or work sites.
- 5 Off-campus education shall be supervised by a certificated teacher, who shall:

PROCEDURES

- 1 Boards may operate individually or as a consortium to offer off-campus programs. One board shall act as the agent board for contract purposes.

- (1) obtain the consent of the parent or, in the case of a student 16 years of age or older, the student;
 - (2) monitor to ensure that the curriculum is followed and a plan of instruction is in place;
 - (3) ensure that student, teacher and program evaluation practices are in accordance with board policy;
 - (4) ensure that safety provisions as indicated in section 17 of this policy are met;
 - (5) ensure that board owned equipment is properly accounted for and maintained;
 - (6) assess student performance;
 - (7) monitor student attendance in partnership with the employer;
 - (8) monitor student-employer relations and student behaviour;
 - (9) monitor work site-community student behaviour;
 - (10) ensure a positive learning environment; and
 - (11) ensure appropriate records are kept.
- 6 All work stations and work sites must be approved by the board annually and, in the case of the Registered Apprenticeship Program by Alberta Advanced Education and Career Development before a new program commences. The request for approval shall come from the school jurisdiction.
- 7 Boards offering off-campus programs shall:
- (1) insure all board owned equipment located at the work site; and
 - (2) indemnify and hold harmless the Employer, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise out of the negligent acts or omissions of the Board, its employees, students, or agents in their performance of this agreement, unless such negligent acts or omissions are at the direction of or occasioned by the Employer, its employees or agents.
- 8 A parent/guardian, employer and a student shall be informed by the board that a student in off-campus education is deemed to be an employee of the Government of Alberta, and in the event of an accident is covered by Workers' Compensation and, therefore, is unable to sue the employer.
- 9 The off-campus education programs offered:
- (1) may include all or any component of the educational programs as listed in the *Guide to Education*; and as referenced under Community Partnership in the *Guide to Education*;
 - (2) shall meet the requirements as set out in the Guide to Education as well as in the programs of study for junior and senior high schools; and
 - (3) shall provide course content based on approved curriculum and the daily programming developed cooperatively by the supervising teacher-coordinator and the on-site instructor;
- 10 Off-campus education for both junior and senior high school students shall take place between 7 a.m. and 10 p.m., Monday through Sunday.
- 11 Where a board directs a student to an off-campus program, the board shall either:
- (1) obtain the consent of the Minister under section 37(3)(b) of the **School Act**; or
 - (2) be authorized in writing by the Minister under section 237 of the **Act** to approve off-campus programs, provided that:
 - (a) a board motion, local policy and procedures relating to these programs are in place; and
 - (b) in the case of the Registered Apprenticeship Program, the program is approved also by Alberta Advanced Education and Career Development.
- 12 The board shall evaluate each new off-campus education course during the first year and should conduct periodic reviews thereafter. A report of the completed program evaluations shall be kept on file by the board.
- 13 Where required by related legislation and regulations, the on-site instructor shall hold a valid Alberta journeyman certificate or equivalent status in the trade or technology. An on-site instructor without a valid Alberta Teacher Certificate is permitted provided the program is:
- (1) supervised by a certificated teacher present at each off-campus site as deemed necessary by the board. Depending on the number of students at the site, and whether or not it is a new or continuing program, the amount of supervision may need to be adjusted by the board; and
 - (2) consistent with provincial education policy and procedures.

- 14 The on-site instructor shall be designated as the person who has primary responsibility for the students' health and safety while they are at the work station or work site.
- 15 In developing and maintaining the off-campus program, the board shall ensure that at each selected work station or work site:
- (1) there is space provided for the number of students enrolled;
 - (2) the off-campus site is approved;
 - (3) facilities and equipment available make it possible to achieve the objectives of the program;
 - (4) equipment used by students meets Canadian Standards Association standards;
 - (5) applicable federal, provincial and municipal legislation is followed including the **Employment Standards Code**, the **Labour Act (Canada)**, the **Occupational Health and Safety Act** and related regulations including *Workplace Hazardous Materials Information System* and local and provincial health, safety, and building standards;
 - (6) the student does not replace the regular worker except in the case of the Registered Apprenticeship Program;
 - (7) there are a variety of appropriate learning experiences offered that relate to the curriculum; and
 - (8) adequate supervision is provided.

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

REFERENCES

Please refer to the following for additional information:

Career and Technology Studies: Manual for Administrators, Counsellors and Teachers

Guide to Education

Industrial Education Manual for Guidance of Teachers and Counsellors

Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers

Off-campus Education Guide for Administrators, Counsellors and Teachers

Work Experience Education Manual

Work Experience Program: Teacher Resource Manual, Junior and Senior High School

Education Programs and Services

English as a Second Language

BACKGROUND

People from a variety of cultures have worked together to develop our province and our country. Our future as well will be built by young Albertans who come from a wide range of cultural and ethnic backgrounds.

These young Albertans, newly arrived in Canada and children of Alberta residents who are not fluent in English, shall be provided with programs that are designed to equip them with the necessary language skills and understanding of the Canadian way of life, so that they may participate fully in our education system and become productive and contributing members of Albertan and Canadian society. When providing English as a Second Language (ESL) programs, school boards should recognize that an ESL program is transitional in nature. Its function is to facilitate the integration of the student into the regular school program at the earliest possible opportunity.

POLICY

To facilitate the integration of the student into the regular school program at the earliest possible opportunity, Alberta Education will assist school boards in providing English as a second language programs to Alberta students who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English.

STATUTE

School Act

Language instruction in English

- 4 Every student is entitled to receive school instruction in English.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "students may require an ESL program" means those who have recently arrived in Canada and require special assistance in learning English as a second language so they can follow instruction in English.

PROCEDURES

- 1 Boards shall develop, keep current, and implement written policy and procedures consistent with provincial policy and procedures for:
 - (1) curriculum and instruction; and
 - (2) receiving, assessing, placing, monitoring and evaluating ESL students.
- 2 Boards are responsible for making available appropriate English language instruction to meet the needs of all their resident students. This responsibility entails:
 - (1) the identification and linguistic assessment of students who require ESL; and
 - (2) the provision of special assistance, including
 - (a) the development, implementation and assessment of appropriate instructional programs and curricular guidelines for grades 1 to 12, in which attention is given to the linguistic, cultural, and academic needs of students,
 - (b) courses or parts of courses and instructional materials as prescribed, authorized or approved by the Minister under section 25(1)(a), (b) and (d) of the **Act**, and
 - (c) priority being placed on assistance that encourages the rapid integration of students into the school and community environment.
- 3 Alberta Education may provide funding for ESL programs subject to the terms and conditions described in the *Funding for School Authorities Manual*.

REFERENCES

Please refer to the following for additional information:

English as a Second Language/Dialect (ESL/D) Guidelines and Suggestions for the Administration and Organization of Programs

ESL Instruction in the Elementary School: Curriculum Guidelines and Suggestions, Alberta Education

ESL Instruction in Junior High School: Curriculum Guidelines and Suggestions, Alberta Education

Funding for School Authorities Manual

Guide to Education

Language Education Policy for Alberta

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

French as a Second Language and French Language Immersion

BACKGROUND

Since French is one of Canada's official languages, many parents want their children to have opportunities to learn French. Learning French is considered important both to enhance opportunities for living and working throughout Canada and the world as well as to foster a greater understanding between French-speaking and English-speaking Canadians.

POLICY

Alberta Education encourages opportunities for all Alberta students to learn French by making available French immersion programs, French second language courses and related services.

STATUTE

School Act

Language of Instruction – English

- 4 Every student is entitled to receive school instruction in English.

Other languages of instruction

- 6 (1) A board may authorize the use of French or any other language as a language of instruction.
- (2) The Minister may make regulations governing the provision of instruction in any language authorized under subsection (1).

Alternative programs

- 16 (1) In this section, "alternative program" means an education program that
- (a) emphasizes a particular language, culture, religion or subject-matter, or
 - (b) uses a particular teaching philosophy, but that is not
 - (c) a special education program,
 - (d) a program referred to in section 5, or
 - (e) a program of religious education offered by a separate school board.

- (2) If a board determines that there is sufficient demand for a particular alternative program, the board may offer that program to those students whose parents enroll them in the program.
- (3) A board that offers an alternative program shall continue to offer the regular education program to those students whose parents do not enroll them in the alternative program.
- (4) If a parent enrolls a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that
 - (a) may be incurred by the board in offering the alternative program, and
 - (b) are in addition to the costs incurred by the board in providing its regular education program.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "Act" means the *School Act*;
- 2 "French as a second language courses" means courses approved by the Minister in which the French language is studied as a subject for the purpose of developing communication skills and cultural understanding; and
- 3 "French Immersion Program" means a program in which French is used as the language of instruction in accordance with sections 3, 4 and 6 and 16 of the *Act* but does not include school instruction in French under section 5 of the *Act*.

PROCEDURES

- 1 Boards have the responsibility of deciding the amount of time needed in all subject areas from kindergarten to grade 9. In grades 10-12, instructional time is 25 hours per credit. Recommended instructional times are specified in the *Guide to Education: ECS to Grade 12*.

- 2 In offering a French Immersion Program, boards must ensure that students have the opportunity to acquire competence in all English language arts skills needed to meet graduation requirements.
- 3 Boards offering French immersion and French as a second language programs shall develop, keep current and implement written policy and procedures consistent with provincial policies and procedures.
- 4 Funds available from the Government of Canada in support of French second language and French immersion instruction shall be distributed by Alberta Education as specified annually in the *Funding for School Authorities Manual*.
- 5 In consultation with boards or eligible agencies, Alberta Education shall determine priorities and develop specifications for boards or organizations wishing to access cost-shared Government of Canada funds for initiating or expanding instructional programs and services.

REFERENCES

Please refer to the following for additional information:

Guide to Education: ECS to Grade 12

Language Education Policy for Alberta

Yes, You Can Help - A Guide for French Immersion Parents

Funding for School Authorities Manual

See Section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained, and for Department / Branch addresses and phone and fax numbers.

Education Programs and Services

Languages Other Than French or English

BACKGROUND

Many parents want their children to have opportunities to learn other languages in view of the personal, social and economic values associated with learning a variety of languages; the Alberta government's human resource development strategy which encourages students to learn a variety of languages; and Canada's heritage.

POLICY

Alberta Education encourages opportunities for all Alberta students to learn languages other than English or French, by making available second language courses and partial immersion (bilingual) programs and related services.

STATUTE

School Act

Preamble

WHEREAS the education community in making decisions should consider the diverse nature and heritage of society in Alberta within the context of its common values and beliefs.

Language of Instruction – English

- 4 Every student is entitled to receive school instruction in English.

Other languages of instruction

- 6 (1) A board may authorize the use of French or any other language as a language of instruction.
- (2) The Minister may make regulations governing the provision of instruction in any language authorized under subsection (1).

Alternative programs

- 16 (1) In this section, "alternative program" means an education program that
- (a) emphasizes a particular language, culture, religion or subject-matter, or
- (b) uses a particular teaching philosophy, but that is not

- (c) a special education program,
- (d) a program referred to in section 5, or
- (e) a program of religious education offered by a separate school board.

- (2) If a board determines that there is sufficient demand for a particular alternative program, the board may offer that program to those students whose parents enroll them in the program.
- (3) A board that offers an alternative program shall continue to offer the regular education program to those students whose parents do not enroll them in the alternative program.
- (4) If a parent enrolls a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that
- (a) may be incurred by the board in offering the alternative program, and
- (b) are in addition to the costs incurred by the board in providing its regular education program.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "Act" means the *School Act*;
- 2 "partial immersion (bilingual) program" means a program in which a language other than English or French is used as the language of instruction, to a maximum of 50 per cent of the instructional day.
- 3 "second language course" means a course in which the second language is studied as a subject for the purpose of developing communication skills and cultural awareness.

PROCEDURES

- 1 In offering a partial immersion (bilingual) program, boards must ensure that students also have opportunity to acquire competence in all English language arts skills to meet graduation requirements.

- 2 Boards have the responsibility of deciding the amount of time needed in all subject areas from kindergarten to grade 12, providing the instructional time is consistent with the direction of the *Guide to Education: ECS to Grade 12*.

REFERENCES

Please refer to the following for additional information:

Guide to Education: ECS to Grade 12

Language Education Policy for Alberta

See Section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained and for Department / Branch addresses and phone and fax numbers.

Education Programs and Services

Educational Placement of Students

with Special Needs

BACKGROUND

Most Alberta students with special needs are placed in regular classrooms in their neighbourhood or local schools. The availability of these placements benefit students with special needs. Successful placement depends on such factors as adequate teacher training, learning resources and guidance by administrators.

The placement of students with special needs in regular school programs is based on a philosophy of equality, sharing, participation, and the worth and dignity of individuals. Most Albertans agree that students with special needs must be full participants in school and society. These students have the right to take part in regular school activities, and when they do so, they have a better chance of developing their full potential. School boards are ultimately responsible for making placement decisions that are in the best interests of individual children and of all the children they serve.

POLICY

Educating students with special needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff.

STATUTE

School Act

Preamble

WHEREAS the best educational interests of the student are the paramount considerations in the exercise of any authority under this **Act**; and

WHEREAS parents have a right and a responsibility to make decisions respecting the education of their children.

Special education program

- 29 (1) A board may determine that a student is, by virtue of the student's behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics, a student in need of a special education program.
- (2) Subject to section 30, a student who is determined by a board to be in need of a special education program is entitled to have access to a special education program provided in accordance with this **Act**.
- (3) Before a board places a student in a special education program it shall
- (a) consult with the parent of that student, and
 - (b) where appropriate, consult with the student.

Other sections:

- s.3 Right of access to education
- s.28 Responsibility to students
- s.30 Special Needs Tribunal
- s.103 Appeal to board
- s.104 Review by the Minister
- s.105 Powers on review

ADDITIONAL DEFINITIONS

In this policy:

- 1 "students with special needs" mean:
- (1) students described in section 29(1) of the **Act** as being in need of special education programs because of their behavioral, communicational, intellectual, learning or physical characteristics;
 - (2) students who may require specialized health care services; or
 - (3) who are gifted and talented.

- 2 “education program for a student with special needs” means a program based on the results of ongoing assessment and evaluation, and includes an Individualized Program Plan (IPP) with specific goals and objectives and recommendations for educational services that meet the student’s needs.
- 3 “Individualized Program Plan” (IPP) means a concise plan of action designed to address the student’s special needs, and is based on diagnostic information which provides the basis for intervention strategies. All students with special needs, from severely disabled to the gifted and talented, require an IPP.
- 4 “integration” means the practice of meeting the physical, intellectual, social and emotional needs of students with special needs in regular classes in neighbourhood or local schools with non-disabled, same-aged peers and with appropriate support.
- 5 “regular classroom” means a setting in which students are brought together for instructional purposes with program accommodations to meet the diverse and unique needs of each student.
- 6 “neighbourhood or local school” means the school a child would normally attend with siblings and neighbours.
- 7 “consultation” means a process that gives parents/guardians of a student with special needs the opportunity to help make decisions about all aspects of placement and programming. Consultation includes conferencing and meeting with school staff.
- 3 Consistent with section 29(3) of the **Act**, school boards shall provide for meaningful parental consultation and involvement in decisions that affect their children. School boards shall consult parents regarding each of the program areas described in procedure 1. To the fullest extent possible parents shall have choices regarding program options and be involved in the development of the child’s IPP.
- 4 School boards shall develop, keep current and implement written policies and procedures regarding education programs for students with special needs consistent with provincial policy and procedures on educational placement.
- 5 School boards are responsible for advising and informing parents of their right to appeal administrative decisions affecting the education of their children (section 103); and in their right to have the Minister to review the board’s decision (section 104).
- 6 School boards should consider involving students, parents, teachers, administrators and representatives of community agencies in the development of placement policies and procedures, where appropriate.
- 7 The IPPs of students with special needs will identify:
 - (1) special education and related services to be provided;
 - (2) long-term goals and short-term objectives;
 - (3) assessment procedures and diagnostic information on which the plan is based;
 - (4) review dates, results and recommendations;
 - (5) placement plans for students who are served outside the regular classroom; and
 - (6) placement plans to reintroduce students to the regular classroom who have previously been withdrawn.
- 8 School boards are responsible for ensuring that program placement decisions involving students with special needs are based on appropriate and well-documented student assessments.
- 9 School boards are responsible for providing teachers of students with special needs with adequate learning resources and other classroom support, as well as appropriate inservice training and access to professional development opportunities.

PROCEDURES

- 1 School boards are responsible for ensuring that students with special needs receive adequate special education programs; have access to the most enabling setting that meet their needs; have regular opportunities to interact with their peers, to enjoy the life of the school and to participate in local community activities; and have access to specialized classes and services as required.
- 2 Consistent with section 29 of the **Act**, school boards shall make decisions regarding programs for students with special needs by identifying, assessing and placing students with special needs; developing and implementing IPPs; and evaluating the individual progress of students with special needs.

- 10 In developing and implementing programs for students with special needs, school boards shall identify the key professional responsible for coordinating and monitoring a student's program.
- 11 Alberta Education's funding to school boards support the placement of students with special needs by allowing flexibility in making decisions about programs.
- 12 As described in section 30 of the **Act**, if a school board determines that a student has special needs that cannot be met in an education program, the board may refer the matter to a Special Needs Tribunal.
- 13 Alberta Education is responsible for monitoring programs and services provided to students.

REFERENCES

Please refer to the following for additional information:

Funding for School Authorities Manual

Guide to Education for Students with Special Needs

*Learning Resources Distributing Centre (LRDC)
Buyers Guide*

Programming for Students with Special Needs

*Resources for Special Education and Guidance &
Counselling: An Annotated List*

Review by the Minister (Policy 3.5.1)

Special Needs Tribunal (Policy 3.5.2)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Special Education

BACKGROUND

Under the terms of the **School Act, 1988**, Alberta Education has made special provision for the education of students with special needs. Through the years, special education programs have been developed to address the special needs of such students. The **Act** holds boards responsible for providing special education programs for students identified as having special needs which includes students with educational disabilities and for gifted and talented students. Alberta Education supports school boards in the provision of special education programs. Private schools also may meet eligibility requirements to access special education funding from Alberta Education.

POLICY

School authorities are required to provide special education programs based on Individualized Program Plans (IPPs) designed to meet the educational needs of identified exceptional students.

STATUTE

School Act

Limitations

- 2 The exercise of any right or the receipt of any benefit under this **Act** is subject to those limitations that are reasonable in each circumstance under which the right is being exercised or the benefit is being received.

Special education program

- 29 (1) A board may determine that a student is, by virtue of the student's behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics, a student in need of a special education program.
- (2) Subject to section 30, a student who is determined by a board to be in need of a special education program is entitled to have access to a special education program provided in accordance with this **Act**.

- (3) Before a board places a student in a special education program it shall
- (a) consult with the parent of that student, and
 - (b) where appropriate, consult with the student.

Appeal to board

- 103(2) Where a decision of an employee of a board significantly affects the education of a student
- (a) the parent of the student, and
 - (b) in the case of a student who is 16 years of age or older, the student,
- or either of them may within a reasonable time from the date that the parent or student was informed of the decision appeal that decision to the board.

Review by the Minister

- 104(1) If a board makes a decision on an appeal to it or otherwise with respect to
- (a) the placement of a student in a special education program, ...
- the parent of a student affected by the decision or the student if he is 16 years of age or older may request in writing that the Minister review the decision of the board.

Other sections:

- s.3 Right of access to education
- s.18 Student records
- s.28 Responsibility to students
- s.30 Special Needs Tribunal
- s.103 Appeal to board
- s.105 Powers on review

ADDITIONAL DEFINITIONS

In this policy,

- 1 "school authorities" includes any school board or funded accredited private school;

- 2 "students with special needs" mean:
 - (1) students described in section 29(1) of the **Act** as being in need of special education programs because of their behavioral, communicational, intellectual, learning or physical characteristics; or
 - (2) students who may require specialized health care services; or
 - (3) students who are gifted and talented.
- 3 "Individualized Program Plan" (IPP) means a concise plan of action designed to address the student's special needs, and is based on diagnostic information which provides the basis for intervention strategies. All students with special needs, from severely disabled to the gifted and talented, require an IPP.
- 5 Alberta Education provides direction to school boards for determining the educational placement of students under a specific policy found in *Educational Placement of Students with Special Needs* (Policy 1.6.1).
- 6 Alberta Education provides direction to boards regarding the consultation of parents in placement decisions and in the development, implementation and evaluation of Individualized Program Plans through its policy found in *Educational Placement of Students with Special Needs* (Policy 1.6.1).
- 7 School authorities shall establish a procedure to hear appeals regarding decisions which significantly affect the education of students, including those with special needs.

PROCEDURES

- 1 School authorities are responsible for the:
 - (1) identification, assessment and placement of exceptional students;
 - (2) development and implementation of Individual Program Plans (IPP); and
 - (3) evaluation of the individual progress of exceptional students.
- 2 The IPPs of students with special needs will identify:
 - (1) special education and related services to be provided;
 - (2) long-term goals and short-term objectives;
 - (3) assessment procedures and diagnostic information on which the plan is based;
 - (4) review dates, results and recommendations;
 - (5) placement plans for students who are served outside the regular classroom; and
 - (6) placement plans to reintroduce students to the regular classroom who have previously been withdrawn.
- 3 School authorities shall develop, keep current and implement written policies and procedures regarding education programs for students with special needs, consistent with provincial policies and procedures.
- 4 Alberta Education provides information and advice related to the development, implementation and evaluation of education programs for students with special needs.

REFERENCES

Please refer to the following for additional information:

Guide to Education for Students with Special Needs
Guide to Education

Learning Resources Distributing Centre (LRDC)
Buyers Guide

Programming for Students with Special Needs

Resources for Special Education and Guidance & Counselling: An Annotated List

Review by the Minister (Policy 3.5.1)

Special Needs Tribunal (Policy 3.5.2)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Guidance and Counselling

BACKGROUND

In 1981, *The Report of the Task Force on School Guidance and Counselling in Alberta* was released. It recommended that Alberta Education assume a role to ensure that adequate guidance and counselling services exist in all schools. In 1984, *Guidance and Counselling Services in Alberta Schools* was developed by *Special Educational Services*, and a secondary education review resulted in the document *Secondary Education in Alberta*. Both documents supported the provision of guidance and counselling services to all Alberta students. Alberta Education recognizes that each school jurisdiction is unique in its needs and its ability to respond to those needs. However, guidance and counselling services are viewed as an integral component of the school program, and are reflected in a revised manual, *From Position to Program: Building a Comprehensive School Guidance and Counselling Program*.

POLICY

School boards should make guidance and counselling services available to all students as an integral part of school programs and services.

STATUTE

School Act

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time; ...
 - (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Powers of boards

- 44 (1) A board must
- (a) establish policies respecting the provision of educational services and programs; ...

- (2) A board may
 - (a) subject to section 25 and the regulations, develop, acquire or offer courses or programs;
 - (a.1) subject to section 25 and the regulations, develop or acquire instructional materials for use in programs or in schools; ...

Other sections:

- s.2 Limitations
- s.27 Resident student
- s.28 Responsibility to students

ADDITIONAL DEFINITIONS

In this policy,

- 1 "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, preventive or crisis-oriented.

PROCEDURES

- 1 School boards should provide guidance and counselling services for all students from Early Childhood Services (ECS) through grade 12.
- 2 School boards shall develop written policies and procedures for the provision of guidance and counselling services which are consistent with provincial policy and procedures. Policies should include roles and responsibilities of counsellors.
- 3 School boards should employ professionally trained counsellors who have had successful teaching experience. For schools which do not have a counsellor, the school board should ensure that guidance and counselling services are available to the students.
- 4 Guidance and counselling services provided by school boards should meet identified needs of students in three key areas:

- (1) educational,
 - (2) personal/social, and
 - (3) career development.
- 5 School counsellors should coordinate community services with the school program.
 - 6 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.
 - 7 School boards shall monitor and evaluate on a regular basis the performance of counsellors and the services relative to their role and program description, in accordance with their jurisdictions' accountability policies.

REFERENCES

Please refer to the following for additional information:

Career Development Services for Alberta Students

Creating a Positive Place Called School

From Position to Program: Building a Comprehensive School Guidance and Counselling Program: Planning and Resource Guide

Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools

Resources for Special Education and Guidance & Counselling: An Annotated List

Services for Students and Children (Policy 1.8.1)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

Controversial Issues in Education

BACKGROUND

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

Opportunities to deal with sensitive issues and topics are an integral part of the education programs and schooling process in Alberta. Alberta Education recognizes that education cannot remain neutral on all issues or avoid all topics that are controversial. Alberta Education also recognizes that courses of study and education programs offered in Alberta schools must handle controversial issues in a manner that respects the rights and opinions reflected in different perspectives, but that rejects extreme or unethical positions.

For sound judgments to be made, students should have experiences in selecting, organizing and evaluating information. The educational benefits to be gained by studying controversial issues include the development of critical thinking, moral reasoning, and an awareness and understanding of contemporary society.

POLICY

Alberta Education believes that studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop students' capacities to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view, and to reach sound judgments.

STATUTE

School Act

Courses, programs, etc.

25 (1) The Minister may do the following:

- (a) prescribe courses of study or education programs, including the amount of instruction time;
- (b) authorize courses of study, education programs or instructional materials for use in schools;
- (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
- (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
- (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

Other legislation:

Alberta Bill of Rights, R.S.A. 1980, Chapter A-16

Canadian Charter of Rights and Freedoms,
Constitution Act, 1982

PROCEDURES

- 1 Sensitivity on the part of teachers, students and other participants in controversial issues shall be exercised to ensure that students and others are not ridiculed, embarrassed, intimidated or degraded for positions which they hold on controversial issues.
- 2 Information regarding controversial issues should:
 - (1) represent alternative points of view, subject to the condition that resources used are not restricted by any federal or provincial law;
 - (2) appropriately reflect the maturity, capabilities and educational needs of the students;

- (3) meet the requirements of provincially prescribed and approved courses of study and education programs; and
 - (4) reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.
- 3 Controversial issues which have been anticipated by the teacher and those which may arise incidentally in the course of instruction should be used by the teacher to promote critical inquiry rather than advocacy, and to teach students how to think rather than what to think.
- 4 The school should play a supportive role to parents in the areas of values and moral development, and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Education Programs and Services

Services for Students and Children

BACKGROUND

Increasing numbers of students and children require services, during school and Early Childhood Services (ECS) program hours, other than those traditionally provided by school authorities. Examples include physical health, mental health and child welfare services.

The Alberta Government is responding to the need for fundamental change to the way children's services are provided in Alberta, and government departments are working together to improve service delivery at the provincial level. Government initiatives include:

- 1 In 1992, a four-department (Education, Family and Social Services, Health and Justice) Assistant Deputy Ministers Committee was established to work towards coordinated service delivery. This committee supports the work of the Commissioner of Services for Children, appointed in 1993 to design a new, province-wide, integrated, more effective and community-based system of support to children and families.
- 2 One of the goals in Alberta Education's *Three-Year Business Plan* is to "improve the coordination of services for children with special needs."
- 3 Other interdepartmental work relates to developing an agreement for funding and providing health and related support services for students and implementing an action plan to improve services for Aboriginal persons with disabilities.

For students and children to receive the services they need, service providers need to work together at both the provincial and local levels. Increasingly, school authorities

are working together with members of the community to improve services at the local level.

POLICY

School authorities will work together with members of the community to meet the needs of students and children who are "at risk" or who have special needs.

STATUTE

School Act

Principals

15 A principal of a school must

- (a) provide instructional leadership in the school; ...
- (c.1) ensure that students in the school have the opportunity to meet the standards of education set by the Minister; ...
- (f) promote co-operation between the school and the community that it serves; ...

Powers of boards

44 (1) A board must

- (a) establish policies respecting the provision of educational services and programs; ...

Agreements

46 (1) A board may, without the approval of the Minister,

- (a) enter into an agreement with
 - (i) a person, or

- (ii) a joint committee established under section 47,
 - respecting the provision of educational, managerial or other services with respect to the operation of schools;
- (b) with respect to its resident students, enter into an agreement with another board or person to provide education programs;
- (c) enter into an agreement with a municipality concerning the promotion and development of recreation and community services.

Other sections:

- s. 3 Right of access to education
- s. 13 Teachers
- s. 17 School council
- s. 18 Student records
- s. 22 Private schools
- s. 24 Early childhood services program
- s. 28 Responsibility to students
- s. 29 Special education program
- s. 30 Special Needs Tribunal
- s. 47 Joint committees, etc.
- s. 103 Appeal to board
- s. 104 Review by the Minister
- s. 105 Powers on review

REGULATIONS

The *Early Childhood Services Regulation* A.R. 35/89 as amended, *Private Schools Regulation* A.R. 39/89, and *Student Record Regulation* A.R. 213/89 as amended must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 “work together” means working with at least one other member of the community to ensure that students have access to the services they need during school hours. This means bringing all levels of government, private, non-profit and volunteer services together at the community level to minimize duplication of effort and improve access for, and responsiveness to, children and families in need.

Examples include information-sharing procedures, co-location of staff, and joint service planning and delivery agreements (informal or formal);

- 2 “at risk” means students and children considered, for any reason, to be at risk for learning problems;
- 3 “students with special needs” mean:
 - (1) students described in section 29(1) of the **Act** as being in need of special education programs because of their behavioral, communicational, intellectual, learning or physical characteristics;
 - (2) students who may require specialized health care services; or
 - (3) students who are gifted and talented.
- 4 “community” means anyone who has an interest in the students in a school, including:
 - (1) students and their families;
 - (2) community agencies, organizations and associations;
 - (3) other local education authorities within and across school districts, including school councils and operators of Early Childhood Services programs;

- (4) regional authorities, including Regional Health Authorities and Children's Services Authorities established by the Commissioner of Services for Children;
- 5 "school authorities" means school boards or funded accredited private schools, and private Early Childhood Services operators.

PROCEDURES

- 1 School authorities will develop, keep current, and implement written local policy and procedures for working with other members of the community to design and deliver services for students and children at risk or with special needs.
- Local policies and procedures will be consistent with provincial policy and procedures, including the *Guide to Education for Students with Special Needs*.
- 2 School authorities will include plans and strategies for the delivery of services for students and children in their three-year education plans and results reports.
- 3 To meet the needs of students and children, school authorities, particularly school principals and counsellors, will take an active role to initiate or participate in working together with other members of the community to improve services.

REFERENCES

Please refer to the following for additional information:

- Early Childhood Services* (Policy 1.1.3)
- Educational Placement of Students with Special Needs* (Policy 1.6.1)
- Finding a Better Way: The consultations and research leading to the redesign of children's services in Alberta*

Focus on Children: A plan for effective, integrated community services for children and their families

Guidance and Counselling (Policy 1.6.3)

Guide for Developing the 1995/96 School Board Interim Education Plans

Guide for Developing the November 1995 School Board Annual Education Report

Guide to Education for Students with Special Needs

Kindergarten Program Statement (Interim)

Laying the Foundation: A guide for planning children's services in Alberta - Handbook I

Programming for Students with Special Needs

Resources for Special Education and Guidance & Counselling: An Annotated List

School Authority Accountability (Policy 2.1.1)

Special Education (Policy 1.6.2)

Special Education Review Action Plan

The Art of Working Together: A guide to organizational coordination in the community.

The Premier's Council on the Status of Persons with Disabilities: Action Plan

Three-Year Business Plan

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

School-Based Decision Making

BACKGROUND

Alberta Education believes that major decisions about policies, instructional programs and services and the allocation of funds to support them must be made collaboratively. School-based decision making should involve collaboration between the principal, superintendent, teachers, instructional support staff, parents, and the community in keeping with the policies of the board of trustees. School-based decision making enables schools to be responsive to local needs.

Under section 15 of the **School Act**, and the direction set by the *Three-Year Business Plan*, the principal is the key educational leader at the school level, who will provide leadership in successful school-based decision making. Principals must work with parents, teachers and members of the community to establish a school-based decision making process to develop school policies and budgets as well as establish the scope of the school program and extra-curricular activities. Establishing an integral relationship among teaching, learning and the decision-making process should result in higher levels of student performance.

Alberta Education supports excellence in teaching and learning and the involvement of parents and the community in the education of students.

POLICY

A school and its community shall have the authority and the support to make decisions which directly impact on the education of students and shall be accountable for the results.

STATUTE

School Act

Principals

15 A principal of a school must

- (a) provide instructional leadership in the school;

- (b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this **Act**;
- (c) evaluate or provide for the evaluation of programs offered in the school;
- (c.1) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- (d) direct the management of the school
- (e) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- (f) promote co-operation between the school and the community that it serves;
- (g) supervise the evaluation and advancement of students;
- (h) evaluate the teachers employed in the school;
- (i) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

School council

- 17 (4) A school council may, at its discretion,
- (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

- (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
- (e) do anything it is authorized under the regulations to do.

REGULATIONS

The *School Councils Regulation* A.R. 124/95 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 “school-based decision making” involves the whole school community in teaching and learning in order to ensure high levels of student achievement. School-based decision making is a process through which major decisions are made at the school level about policies, instructional programs and services, and how funds are allocated to support them; and
- 2 “community” means a school’s students, their parents and other community-based support elements available to the school.

PROCEDURES

- 1 Each school board shall develop, keep current, and implement written policy and procedures for school-based decision making consistent with provincial policy and procedures. These shall be a matter of public record, available upon request.
- 2 School board policy and procedures for school-based decision making shall:
 - (1) be applicable to all schools in the jurisdiction but provide for the flexible approaches of school-based decision making;
 - (2) focus on teaching and learning;
 - (3) encourage input from all staff, parents and the community into school-based decisions on programs, instructional services, extra-curricular activities and the allocation of funds to support them;
 - (4) include goals, objectives and expected outcomes for school-based decision making;
 - (5) identify the types of decisions expected to be made at the school level;

- (6) ensure through established criteria for funding an equitable allocation of funds which respects differences in school populations;
 - (7) define the roles, responsibilities and relationships with a focus on broad distribution of power and authority for decision-making among all participants: principal, teachers, instructional support staff, parents, school councils, the community, central office and the board of trustees;
 - (8) provide for a plan to evaluate the effectiveness of the school-based decision making process in place in its schools;
 - (9) define procedures for widespread communication and information sharing among stakeholders, including: appropriate involvement in school-based planning, evaluating and reporting processes;
 - (10) include guidelines for inservice and professional development opportunities for staff and school council members to facilitate changes in roles and responsibilities including: problem solving, management, and communication skills of all stakeholders;
 - (11) be consistent with *School Councils* (Policy 1.8.3) and regulations; and
 - (12) be consistent with *Services for Students and Children* (Policy 1.8.1).
- 3 A school board, with staff and school council members, should develop an inservice and professional development plan to support implementation of school-based decision making. This plan may be developed in collaboration with the regional professional development consortium.

REFERENCES

Please refer to the following for additional information:

Framework for Funding School Boards in the 1995-96 School Year

Guide for Developing 1995/96 School Board Interim Education Plans

Guide for School Board Planning and Reporting

Roles and Responsibilities in Education: A Position Paper

School Authority Accountability (Policy 2.1.1)

School Councils (Policy 1.8.3)

Services for Students and Children (Policy 1.8.1)

Three-Year Business Plan

*Use and Reporting of Results on Provincial
Assessment (Policy 2.1.3)*

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Education Programs and Services

School Councils

BACKGROUND

Parents should have meaningful involvement in their children's education. Such involvement includes ensuring that their children are ready to learn as well as being able to choose education programs that best meet their children's learning needs.

Other members of society also have a responsibility to contribute to the education of young people and an important role to play in education. Everyone has a role and everyone's role is important. In an education system, few decisions can be made by one person or group alone. Parents, students, teachers, principals, superintendents, trustees, government, business and other community members are all participants in the educational endeavour and have a responsibility to work together, cooperate and communicate with one another.

Section 17 of the **School Act** recognizes and reaffirms the right of parents and the school community to have meaningful involvement in the education of their children through school councils. School councils are responsible to the parents and the community they serve.

POLICY

Alberta Education recognizes the right of parents to be involved in their children's education and for parents, community members and school staff to be involved in key decisions about the education of students. In each school operated by a board, parents and the school community are to be provided with the opportunity to establish a school council. School councils will have a role in advising and consulting with the principal on any matter relating to the school.

STATUTE

School Act

Interpretation

1 (1) In this **Act**,

...

(s.01) "school council" means a school council established under section 17; ...

School Council

- 17 (1) A school council shall be established in accordance with the regulations for each school operated by a board.
- (2) The majority of the members of a school council shall be parents of students enrolled in the school.
- (3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion
- (a) advise the principal and the board respecting any matter relating to the school,
 - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
 - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
 - (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
 - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.
- (6) A school council may make by-laws governing its meetings and the conduct of its affairs.

- (7) Subject to the regulations, a board may develop and implement policies respecting school councils.
- (7.1) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.
- (8) The Minister, on the request on the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this **Act** and the regulations.
- (9) The Minister may make regulations
- respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;
 - respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
 - respecting any other matter the Minister considers necessary respecting school councils;
 - exempting a school or a class of schools from the application of this section.
- (v) damages to property, and
- (vi) damages to property owned by the board in respect of which the board has an insurable interest
- that the board has agreed to insure, or
 - for which the board otherwise has or may have assumed liability,
- in an amount and form prescribed by the Minister; ...

Other sections:

- s.1(1)(h) Interpretation - "Independent Student"
- s.1(1)(l) Interpretation - "Parent"
- s.1(1)(w) Interpretation - "Student"
- s.1(2) Interpretation - "Extended Definition of Parent"
- s.1(3) Interpretation - "Independent Student"

REGULATIONS

The *School Councils Regulation* A.R. 124/95 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations.

PROCEDURES

- The general procedures or steps to be followed for establishing a school council are set out in the *School Councils Handbook* and the *School Councils Regulation* noted above.

REFERENCES

Please refer to the following for additional information:

Guide to Education

School Council Resource Manual

School Councils Handbook

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.

Powers of Boards

44 (1) A board must

...

- in respect of its operations
 - keep in force a policy or policies of insurance,
 - with the approval of the Minister, participate in an arrangement under Part 15 of the **Insurance Act**, or
 - with the approval of the Minister, participate in an alternative arrangement acceptable to the Minister,

for the purpose of indemnifying the board and its employees and school councils in respect of claims for

- damages for death or personal injury,

Education Programs and Services

Course Challenge

BACKGROUND

Course challenge is a provision that allows senior high school students to challenge the expectations for a course by participating in a formal assessment process, rather than taking the course. Course challenge is for students who believe that they already possess the expected knowledge, skills, and attitudes as defined by the *Program of Studies* for a given course. Normally a course challenge will apply only to a course that is at a higher level in a course sequence, or is at a similar level in an alternative course sequence.

Course challenges are intended:

- 1 to meet the diverse needs of students,
- 2 to encourage students' ownership of their learning, and
- 3 to acknowledge the learning that students acquire in a variety of settings not necessarily limited to schools.

Results from course challenge assessments will formally recognize how well students have met the learning outcomes specified for a course. Students challenging a course will be given a final course mark, except in diploma examination courses (see Procedures), and, if successful, credits in that course.

This policy applies to the non-diploma examination courses and only to the school-awarded mark component of diploma examination courses. Credit in diploma examination courses can be achieved only through combination of the school-awarded mark (50%) and the diploma examination mark (50%).

The course challenge process must assess a student's achievement of the depth and breadth of the learner outcomes for the course. Assessment procedures for course challenges shall include a variety of formats and strategies. Students' success relative to the standards for the course shall be evaluated by teachers who have taught the course being challenged.

POLICY

Any student who is registered in senior high school and who believes that he or she already possesses the knowledge, skills, and attitudes prescribed by the *Program of Studies* for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.

STATUTE

School Act

Teachers

- 13 A teacher while providing instruction or supervision must ...
- (e) regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board; ...

Principals

- 15 A principal of a school must ...
- (g) supervise the evaluation and advancement of students; ...

Courses, programs, etc.

- 25 (1) The Minister may do the following:
- (a) prescribe courses of study or education programs, including the amount of instruction time;
 - (b) authorize courses of study, education programs or instructional materials for use in schools; ...
- (3) The Minister may make regulations ...
- (b) respecting the granting of certificates and diplomas;
 - (c) respecting the examination and evaluation of individuals by the Minister, including appeals, fees and the payment of remuneration.

Tuition fees

- 32 (1) A board shall not charge any tuition fees with respect to the enrollment in a school operated by the board of its resident students or the resident student of any other board or the Government.

Powers of boards

- 44 (1) A board must
- (a) establish policies respecting the provision of educational services and programs; ...

Agreements

- 46 (1) A board may, without the approval of the Minister,
- (a) enter into an agreement with
 - (i) a person, or
 - (ii) a joint committee established under section 47,
 respecting the provision of educational, managerial or other services with respect to the operation of schools;
 - (b) with respect to its resident students, enter into an agreement with another board or person to provide education programs; ...

Other sections: s.18 Student records

REGULATIONS

The *Student Evaluation Regulation* A.R. 40/89 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in this manual.

ADDITIONAL DEFINITIONS

In this policy,

- 1 “assessment process” is the process of a student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. The student’s performance and the quality of his or her work are evaluated by a certificated teacher who has expertise in the subject/course in question;
- 2 “course” refers to a course at a higher level in a course sequence than the course for which the student has pre-requisites, or to a course at a similar level in an alternative course sequence;

- 3 “course challenge” is a provision that will allow senior high school students who believe that they have acquired the knowledge, skills, and attitudes as defined by the *Program of Studies* for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process, be given a final course mark, and, if successful, credits in that course;
- 4 “course challenge in diploma examination courses” applies only to the school-awarded mark component of the course, and therefore will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course;
- 5 “course sequence” refers to a sequence of courses that together comprise a complete set of pre-requisites, e.g., French 10-20-30, French Language Arts 10-20-30;
- 6 “school authority” includes any school board or funded accredited private school; and
- 7 “summative evaluation” means final evaluation of learning outcomes.

PROCEDURES**General**

- 1 The course challenge process shall be available to a high school student in Alberta who believes that she or he possesses the knowledge, skills, and attitudes for a high school course as specified in the *Program of Studies*, and is ready to demonstrate that achievement through a formal, summative assessment. For diploma examination courses, this applies only to the school-awarded mark component.

Students

- 2 The student shall initiate the course challenge process, and shall take the responsibility for providing evidence of readiness to challenge a course (e.g., a portfolio, other collection, or documentation of work and/or experience, a recommendation from a junior high teacher, etc.).
- 3 A student who successfully completes a course challenge of the school-awarded mark component of a diploma examination course must write the diploma examination in order to be eligible for a final course mark and credit in that course.

High School Principal

- 4 Course challenges shall be administered by the senior high school according to its policy, only after the student is enrolled in the senior high school.
- 5 A student's readiness for course challenge shall be determined through consultation that includes the high school principal, student, parent(s), and subject teacher(s). The consultation shall include discussion of the student's chance of successfully meeting the acceptable standard for the course, and the student's apparent capacity to handle successfully the course at the next level.
- 6 The high school principal shall make the final decision about the student's readiness for the course challenge. The principal shall base this decision on the consultation (Procedure 5).
- 7 The high school principal shall ensure that assessment for course challenges includes strategies that will assess the breadth and scope of the learning expectations for the course as outlined in the *Program of Studies*, in a timely and practical manner.
- 8 The high school principal shall assign the administration and evaluation of assessment for a course challenge to a certificated teacher who has taught the course.

Marks, Credits, Reporting

- 9 The high school principal shall report a student's achievement in a course challenge according to the directive in the *Guide to Education* "Reporting Student Achievement in High School Subjects."
- 10 A student who successfully demonstrates through the course challenge process that he or she possesses the learning expectations for the course to at least the acceptable standard, shall be awarded a final course mark and credits for the course challenged except in diploma examination courses, which require the school-awarded mark to be combined with the diploma examination mark before a final course mark or credit is possible.
- 11 Upon a student's successful completion of a course challenge, waived prerequisite credits and a "P" for "pass" for courses lower in the course sequence shall be awarded.

Funding

- 12 A school shall not charge funded high school students or their families a fee for administering course challenges. Schools shall receive 20% of the full credit enrollment unit funding for a student who completes a course challenge and who does not choose to take the course in that semester (Procedures 13 and 14).
- 13 A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.
- 14 If a student chooses to take a course *in the same semester* in which he or she attempts a course challenge either successfully or unsuccessfully, the school shall submit only the course mark. That is, in such circumstances, any mark achieved through the course challenge process is invalid, and the school will be funded for the full credit enrollment unit.
- 15 A student shall attempt a particular course challenge *only once*. If the student is unsuccessful, but wants credit in the course or wishes to raise her or his mark, the student is required to take the course.

School Authorities

- 16 Each school authority shall have a policy that governs the administration of course challenges in the senior high schools under the jurisdiction of that authority.
- 17 Each school authority shall establish procedures to communicate to parents and students the availability of, and procedures for, course challenges.
- 18 A school authority shall make arrangements to provide appropriate course challenge assessments for the full range of senior high school courses offered by the school authority.
- 19 A school authority may choose to provide for requests to challenge courses not offered by the school authority by arranging with other school authorities for such challenges. A student who undertakes such a course challenge shall assume all expenses (e.g. personal transportation) other than those normally assumed by a school for assessment.

REFERENCES

Please refer to the following for additional information:

*Framework for Funding School Boards in the
1995/96 School Year*

Funding for School Authorities Manual

Guide to Education

Student Evaluation (Policy 2.1.2)

See Section 7 for information on where the above document(s) may be obtained, and for Department / Branch addresses, phone and fax numbers.