

RED DEER CATHOLIC REGIONAL

DIVISION NO. 39

ADMINISTRATIVE PROCEDURES

200 SERIES

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ADMINISTRATIVE PROCEDURE NO. 201

ANNUAL EDUCATION RESULTS REPORT

Background

The Board is required by Alberta Education to prepare an *Annual Education Results Report* which provides a means by which the Division can report the results of its educational program to the public and to Alberta Education.

Procedures

1. The Superintendent shall ensure that an *Annual Education Results Report* is prepared and distributed in accordance with Alberta Education Policy 2.1.1 – School Authority Accountability.
2. The *Annual Education Results Report* shall be made available to the public in a special report format.
 - 2.1 The *Annual Education Results Report* will be posted on the Division web page.
3. The *Annual Education Results Report* shall emphasize those programs which have been changed or newly implemented.
4. The school principal shall ensure that an *Annual School Improvement Report* is prepared and distributed to Central Administration, parents and teachers within their school community.

ADMINISTRATIVE PROCEDURE NO. 202

SCHOOL FEES

Background

The Division will assess school fees to recover the cost of certain instructional materials as provided for in the *School Act*. The Division will endeavour to keep school fees assessed to students to a minimum.

Procedures

1. School fees will be set annually by the Board after gathering feedback from school principals, staff, and school councils.
2. Schools are authorized to establish additional fees, upon Board approval, for a course, activity, project or item on a cost recovery basis only.
3. No fees other than those authorized by the Board will be assessed against any student attending any of the schools in the Division.
4. The collection of school fees is the responsibility of the school.
5. Schools will make provisions for those circumstances where families cannot afford to pay school fees. Students whose families cannot afford school fees must not be penalized or prohibited from participation in programs. These provisions are to be clearly communicated to staff and students.
6. After due consideration, and before April 30 of each year, the Board will determine the school fees for the upcoming year.
7. Schools shall advise parents of the amount and purpose of approved school fees prior to or at the time of registration.
8. School fees for elementary and middle schools are due and payable upon registration or the first day of classes for the school year, and for high schools, on the first day of each semester. Students who are registered after the first month of school shall be assessed fees on a pro-rated basis.
9. Parents requesting waivers of fees must make a formal written request through the school principal.
10. Unpaid school fees will be subject to a collection process.

Reference: School Act Section 16, 20, 60, 61, 113, 116
November 2007

ADMINISTRATIVE PROCEDURE NO. 203

SCHOOL FUNDRAISING

Background

The Division recognizes that on occasion, schools will carry out additional fundraising activities and projects for which there is a specific value for students. Fundraising should complement and not replace public funding for instructional purposes. The Division requires that generally accepted standards of accounting practice be applied to the management of all funds collected by schools. The Division is committed to ensuring equity amongst all the schools in the Division.

Procedures

1. Fundraising activities shall be consistent with the Division's Catholic beliefs and morals.
2. All fundraising activities should be authorized in advance by the principal.

The principal is responsible for the administration and safeguarding of all school generated funds.

The principal must approve the use of the school name for fundraising purposes.

3. Schools will keep records of all funds/fees collected at the school level as well as keep records of the expenditures of these funds.

Assistance in establishing budgets, proper accounting records and the maintenance required thereof will be provided by the Secretary-Treasurer's office as required.

4. Schools will submit their financial records to the Secretary-Treasurer for annual audit.

An annual financial report for the school year, September 1 to August 31, will be submitted to the Secretary-Treasurer by September 30 of each year for the preceding year.

An auditor shall visit schools periodically to review accounting records and procedures. Principals are encouraged to contact the Secretary-Treasurer at any time to request an audit of the school accounts.

5. Any decision on fundraising activities and the expenditure of fundraised monies should be made in consultation with school principals, staff and School Councils. Fundraising goals should be developed in advance of the fundraising activity.

6. All monies collected by the school for a designated purpose must be used only for the purpose so designated. In cases where residual funds exist, the principal shall designate these funds to a similar or related activity.
7. All undesignated monies collected by the school are to be classified as general revenue and may be spent in a manner determined by the principal in consultation with staff and School Council.
8. Funds are normally to be collected and expended during a school year. The principal may establish reserves in conjunction with the Secretary-Treasurer for the purpose of purchasing capital equipment.
9. Participation in fundraising activities should be voluntary. No student should be expected to be excluded from an event or program because the parent did not contribute.
10. Parents should approve of student participation in fundraising events.
11. Students should not be put at risk in participating in fundraising events.
12. Funds raised by other groups, such as School Councils, must be maintained separately from school-generated accounts.
13. Any accounting anomalies or financial irregularities identified as part of an internal or external audit shall be reported by the Secretary-Treasurer forthwith to the Superintendent.

References: School Act Section 20, 60, 61, 113, 116, 147, 149

ADMINISTRATIVE PROCEDURE NO. 210

EARLY CHILDHOOD SERVICES PROGRAM

Background

Early childhood is a significant time in child development. The Division supports early childhood programs permeated by the Catholic faith for children who meet eligibility criteria. An integrated Early Childhood Services Program (E.C.S.) will be provided to facilitate the transition from home to school for children who meet the eligibility criteria. "Kindergarten" means one component of the total E.C.S. program funded by Alberta Education and refers to the year prior to grade one.

Principles

The principles E.C.S. teachers should use when working with a child are outlined in Alberta Education's *Kindergarten Program Statement* (revised 2008). These principles set the context for programs for all children. However, children with disabilities require accommodations and adaptations to the program. This statement describes the learner expectations that will help prepare children and provide a foundation for later success.

Program

1. Children will be admitted into E.C.S. programs when they have reached the age of five years by December 31 in the year in which they are enrolling, or if they are eligible for Mild/Moderate, Gifted & Talented or Program Unit Funding.
2. The E.C.S. teacher will be responsible for establishing the duties of the teacher assistant within the E.C.S. program.
3. The principal shall act as the Program Coordinator for the E.C.S. program in the school.
4. Evaluations of child participation in the E.C.S. program shall address the social, emotional, physical, intellectual and spiritual growth of each child. Progress reports will be made periodically to the parent.
5. The E.C.S. teacher will maintain screening / assessment information and keep such information in the Student Record secured in the school student records filing cabinet.
6. The E.C.S. teacher shall be responsible for assessing each child for readiness into grade one. If, in the opinion of the teacher, the child is deemed not to be ready for entry into grade one, the principal and the E.C.S. teacher shall meet with the parents of the child and determine what course of action is best for the child.

7. The E.C.S. teacher will develop, implement and regularly review an Individualized Program Plan for each child with mild, moderate or severe disabilities and for each child who is gifted and talented.
8. Parents will be consulted with and informed of all program placement decisions involving their child.
9. Parents have the right to make a formal appeal of decisions regarding special education needs of their child to the Board.

ADMINISTRATIVE PROCEDURE NO. 211

INSTRUCTIONAL PROGRAMS IN SCHOOLS

Background

All students in the Division should be afforded equal opportunity to the instructional programs.

Procedures

1. Alberta Education has provided recommended curriculum instructional times for educational programs. School principals shall become familiar with, and adhere, to the requirements of Alberta Education as stated in documents such as the "Guide to Education".
2. There shall be a minimum of 960 hours of instruction per year in all elementary/middle schools, and 1010 hours of instruction per year in all high schools.
3. The principal shall check all of the school timetables to ensure they meet provincial and Divisional requirements and then submit copies to the Superintendent.
4. The principal may make changes to the school day due to exceptional circumstances, with the approval of the Superintendent.

ADMINISTRATIVE PROCEDURE NO. 212

GIFTED EDUCATION

Background

The Red Deer Catholic Regional Division, in recognition of the responsibility for the education of students with special needs, will identify general intellectually able students as gifted and talented and will provide appropriate differentiated programming in meeting their cognitive and affective needs.

Definition

Alberta Education's definition of giftedness supports seven abilities each requiring identification and programming options, (Alberta Education Book 7, GT.17). The Division has chosen to consider general intellectual ability as its target gifted and talented population. Being cognizant of resources that are available to our Division, it was determined that intellectually able students will be the first to be identified. The definition is:

General Intellectually able students will be considered for gifted and talented identification and programming, with the understanding that exceptional potential and/or performance in this area will be acknowledged.

Procedures

1. The Principal will ensure that gifted education services are an integral part of the school program.
2. Target Grade Levels
 - 2.1. Specific programming options will be provided to students in pre-kindergarten to grade 9.
 - 2.2. Classroom based enrichment and differentiated instruction will be encouraged for all students.
 - 2.3. School based enrichment opportunities may be available at specific school sites, dependent on site-based decisions.
3. Identification of Students (Grade 3 – 9)

The identification process may include:

 - 3.1. Teacher Referral Package
 - 3.2. Parent questionnaire and referral package
 - 3.3. Canadian Test of Cognitive Skills results or a similar cognitive assessment battery.

4. Identification of Children (ECS Programs)
 - age of eligibility for funding ECS children is 3 years 6 months.
 - 4.1. Parent referral package including developmental questionnaire.
 - 4.2. Checklist of the Characteristics of Giftedness
 - a guide but not definitive measure of giftedness, assists in identifying students who are talented in different domains.
 - 4.3. Peabody Picture Vocabulary Test (Fourth edition)
 - 4.4. Test of Early Reading Ability (Third edition)

5. Programming

Red Deer Catholic Regional Division identified children may access inclusive programming through:

 - Pre-kindergarten (4 years of age by December 31)
 - Kindergarten (5 years of age by December 31)
 - 5.1. Pull-out programs
 - 5.2. Inclusive Strategies incorporated within the classroom, which could include any of the following:
 - 5.2.1. Compacting
 - 5.2.2. Tiered assignments
 - 5.2.3. Independent projects
 - 5.2.4. Interest centres/groups
 - 5.2.5. Flexible skills grouping
 - 5.2.6. Differentiated learning
 - 5.3. On-Line Learning for grades 4 – 9 math
 - available through St. Gabriel's Cyber School for students meeting criteria for above grade level learning.

6. IPP's

Children and students who have been identified as gifted and talented, coded 80 and receive programming, require an Individualized Program Plan (IPP). IPP's are working documents that are carefully planned and implemented by the parent(s), teacher(s) and other related educational personnel.

Reference: Alberta Education Policy 1.6.1 & 1.6.2
Alberta Education Book 7

ADMINISTRATIVE PROCEDURE NO. 213

FRENCH LANGUAGE IMMERSION PROGRAM

Background

In recognition of the two official languages of our nation, the Board believes that it should provide opportunity for its students to receive instruction to acquire and maintain proficiency in the French language through the provision of a K – 12 French Immersion program delivered within the context of Catholic teachings and traditions.

Guidelines

1. The French immersion program shall be operated in accordance with Alberta Education Policy 1.5.2, and with existing Division policies and procedures.
2. French immersion programs are designed for children whose first language is other than French. Children whose first language is French and want a Catholic education are welcome to participate in the French Immersion Program.
3. Every effort will be made to employ personnel who possess and demonstrate knowledge and proficiency of and the commitment to the French language and culture.
4. French immersion courses will only be offered at schools designated as French immersion sites.
5. French Immersion students and French Second Language students must not be combined in the same classroom for French instruction.

Procedures

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

Kindergarten – Grade 2	90% French instruction
Grades 3 – 5	70% French instruction
Grades 6 – 9	65% French instruction
Grades 10 – 12	50% French instruction
2. The entry points for students beginning French immersion with no previous knowledge of French is Kindergarten and grade 1. Students in grades 2 – 12 will be expected to have had previous bilingual education experience. Entry after grade 1 will be determined on individual merit at the school level.

3. Wherever possible, a variety of instructional strategies and resources will be utilized and these should emphasize the development of communication skills and the attainment of those skills and objectives specific to the particular courses taught in French.
4. Adequate in-service opportunities should be made available to teachers to upgrade their teaching skills, mastery of the French language and knowledge of French culture.
5. Students experiencing academic difficulties should have reasonable opportunity for remedial services within the French immersion program. In the event that the best decision is for the student to withdraw from French immersion, the school will ensure consultation occurs with parents and that a transition plan is developed to assist the student with movement to a more suitable program.
6. The use of French for non-school related communication enhances mastery of the language. Thus the use of French outside the classroom is strongly encouraged.
7. The content of all courses taught in the French language is to be consistent with the content as prescribed in the Programme d'Etudes.
8. A French Immersion certificate shall be granted to grade 12 students who successfully complete 54 French immersion program credits or as decided by the principal.

ADMINISTRATIVE PROCEDURE NO. 213

APPENDIX 'A' TRANSFERRING A CHILD OUT OF FRENCH IMMERSION

Parents, administrators, and teachers sometime consider transferring a child out of the French Immersion program when the child is experiencing difficulties. Before choosing to transfer a child out of French Immersion, parents, administrators, and teachers should consider the following:

(a) Have the child's hearing and vision checked. Sometimes, placing the child closer to the front of the classroom or obtaining glasses can remedy problems in achievement, behaviour, or attention. A previous hearing loss (i.e. tubes in ears at a young age or frequent ear infections that resulted in hearing loss) can have long-lasting effects and possibly delay language acquisition.

(b) Consider bringing the Special Education Resource Teacher into the French Immersion classroom during an English period if you do not have access to a French-Speaking Resource Teacher, so that the French Immersion teacher can work one-on-one with the student in French for the purpose of assessment.

(c) Pursue short-term intensive resource room assistance in order to better assess and/or address the concern. Sometimes, as in English, students require intensive one-on-one instruction. Informal or formal assessment can be done at this time along with some language specific remediation.

(d) Speak to the Special Education Resource Teacher about identifying potential difficulties in the areas of auditory processing or auditory memory. Research has shown that children with these types of learning exceptionalities will have difficulty learning language. Learning a second language will then be extra challenging for such a child if he/she hears French only at school.
The French Immersion program may not be the best option for this child.

(e) Assess the child's self-esteem. Is the child oblivious to difficulties he/she is having in the French Immersion classroom? Is his/her self-concept positive despite the difficulties he/she is having? Is the child happy in a French Immersion classroom? Does the child like French? Would a transfer out of the French Immersion program be taken by the child to be a failure that would impact on his/her self-concept in a negative way?

(f) Assess the child's coping strategies. Does the child have a clear understanding of his/her personal challenges? Does the child have strategies in place to deal with or circumvent his/her difficulties (i.e. working with a friend; using dictionaries, spell checkers, and other resources; doing extra work or study at home independently). Students identified with learning exceptionalities can and do experience success in a French Immersion program. Deciding whether or not to transfer out of French Immersion should be done on an individual basis.

(g) Sometimes a transfer out of the French Immersion program necessitates a move to another school (when the French Immersion school is not the child's home school). How might this move affect the child? Does the child already have siblings in the French Immersion program?

(h) If the language spoken at home is a language other than English or French, the child may experience a longer period of "interference" among the three languages he/she is learning. This does not necessarily mean that the child should transfer out of French Immersion. It may mean that there is a delay in French language acquisition. Research has shown that children who are learning French as a third language often do as well as or better than children who are learning French as a second language. However, it may take longer for the child for whom French is a third language to work out the interference.

(i) Decide, as a group—parents, teacher, and administrator—if the potential benefits to be gained by transferring out of the French Immersion program outweigh the potential problems. Such problems may include leaving friends, changing schools, experiencing feelings of failure or low self-esteem, continuing to cope with a learning difficulty in an English classroom, or catching up in English skills.

The basic question to be asked when considering a transfer out of French Immersion is, "Is French the source of the problem?" If the answer is yes, then transferring out of the program may be the solution. If the answer is no (for example, the source of the problem is social, behavioural, attitudinal), then transferring out of the French Immersion program will probably not solve the problem.

Parents must be made aware that a transfer out of the French Immersion program will not usually result in an instant solution for their child. The child will still have challenges to cope with in an English class. For some children and parents, coping with the challenges in English is preferable to coping in two languages. For other children and parents, adaptations within the French Immersion program are the best solution. Each case must be evaluated individually according to each child's unique abilities and needs.

ADMINISTRATIVE PROCEDURE NO. 220

KNOWLEDGE AND EMPLOYABILITY

Background

Knowledge and Employability courses are designed for students who learn best and achieve success through concrete learning experiences that integrate academic skills in an occupational setting. Knowledge and Employability is a series of courses that begins in grade eight and continues through to grade twelve. The successful completion of the program permits a student to enter employment and continuing education.

Procedures:

1. The Associate Superintendent of Student Services shall, in conjunction with the Superintendent, design a program to meet the needs of students who require assistance with their academic skills, integrated with concrete learning experiences.
2. A middle school principal may recommend that a student enter Knowledge and Employability at the grade eight level. The recommendation will be based on the student's academic record, an assessment of the student's chances of success in the program, and discussions with the student's parents.
3. Student entering the program will be able to take a series of courses as they progress through their middle school and high school education.
4. Students who wish to transfer from the Knowledge and Employability into the general diploma route shall do so in accordance with the requirements of Alberta Education.

ADMINISTRATIVE PROCEDURE NO. 221

OFF-CAMPUS EDUCATION

Background

The purpose of off-campus education opportunities through school/community partnerships is to provide opportunities for students to acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities. "Off-Campus Education" in this administrative procedure refers to registered apprenticeship programs, work experience, work study, green certificate programs, cooperative education programs and special projects.

Procedures:

1. Principals who are providing off-campus education opportunities for students enrolled in the school shall ensure that they are familiar with Alberta Education Policy 1.4.3 and the regulations governing off-campus education.
2. Off-Campus Education shall be supervised by a certified teacher.
3. Off-Campus Education shall take place between the hours of 7:00 am and 10:00 pm. In the case of a student working after 6:00 p.m. or on the weekend, the teacher-coordinator shall make available to the student and the employer a telephone number where the supervisor responsible for the program can be reached.
4. The annual "Application for Approval of Work Sites/Stations" and the "Application for Approval of Work Sites/ Stations: Inspection Checklist" shall be completed by the school, preferably in the spring for September intake but also within the first month of each semester for new work sites. However, continual intake requires continuous action during the school year. This form shall be approved and signed by the principal.
5. The "Agreement for Off-Campus Education Program" shall be signed by the employer, the parent, the student worker, and teacher-coordinator.
6. The completed original and signed annual "Application for Approval of Work Sites/Stations" and the "Agreement for Off-Campus Education Program" shall be on file at the school before students are placed in work sites/stations. Protection under the Workers Compensation Act is not in effect nor, are employers exempt from paying the minimum wage, until the "Application for Approval of Work Sites/Stations" is approved. The Board's liability insurance policy is only in effect for students and school supervisors once the site is approved.

7. The principal shall submit to the Superintendent the following information before the implementation of the school's Off-campus Education Program:
 - a. A copy of the annual "Application for Approval of Work Sites/Stations."
 - b. A list of all students participating in the program and their program placements.
8. The supervising teacher-coordinator shall contact the work site/station a minimum of every 25 hours over the period of the off-campus placement.
9. The principal and supervising teacher-coordinator shall ensure that supervision is provided for students in off-campus placements. At no time will a student be left to work alone.
10. The principal shall prepare an annual evaluation report and submit it to the Superintendent by June 30th. The report shall include:
 - a. Enrollment figures for off-campus education including work experience courses, work-study programs, and the Registered Apprenticeship Program.
 - b. Problems encountered over the year and the methods used to deal with them.
 - c. Innovations to the programs.
 - d. Feedback received from businesses.
11. The off-campus education procedures shall be kept current and systematically reviewed under the direction of the Superintendent, based on consultation with any one or more of; the Board, principals, the teacher/Board advisory committee, teachers, students, parents, or other stakeholders. The review process shall be undertaken every three years or sooner if the need arises and a timeline shall be established for the completion of the revisions.
12. In the case of a Worker's Compensation Board (WCB) claim, the off-campus education teacher-coordinator shall submit the necessary forms to the Superintendent. The Superintendent will insert the proper Alberta Education Account Code and then submit the forms to the WCB with a copy of the approved "Approval of Work Sites/Stations". A copy of the material will also be sent to Alberta Education.

ADMINISTRATIVE PROCEDURE NO. 222

HOME EDUCATION PROGRAM

Background

While the Board strongly encourages its resident students to attend educational programs offered in their schools, the School Act recognizes parents have the right and responsibility to make decisions respecting the education of their children. The provision of a home education program is governed by the *School Act* and provincial regulations. The Board is prepared to accept the responsibility for the supervision of a student on a home education program if the parent agrees in writing to meet the requirements of the Board and Alberta Education Policy 1.1.2 and Alberta Regulation 126/99.

Procedures:

1. The parent shall notify the Superintendent of the intent to provide a home education program. A parent requesting that Red Deer Catholic Regional Division supervise a home education program shall provide a completed NOTIFICATION FORM – HOME EDUCATION REGULATION A.R.126/99.
2. The parent will be asked to enter into a contract with the Board outlining the terms and conditions of the home education program. The parent assumes responsibility for programming and instruction. The parent may terminate the home education program at any time by providing written notice and enrolling the child in school.
3. The Superintendent may terminate the home education program by notifying the parent in writing when monitoring and assessment indicates:
 - i) the student is not making satisfactory progress,
 - ii) the program of instruction is not consistent with the authorized Program of Studies or does not meet Alberta Education requirements, and
 - iii) suggested improvements have not been implemented satisfactorily.
4. The complete plan of the home education program submitted by the parent must include, but is not limited to, the following:
 - i) the student's legal name, birth date, gender, address, contact number, and citizenship,
 - ii) parent's name, address and contact numbers,
 - iii) the skills and competencies to be taught in each subject area and the other learning objectives to be achieved,
 - iv) the instructional methods to be used,
 - v) the activities and resource materials to be used to achieve the learning objectives,
 - vi) the methods of assessment and the timeline of assessment,
 - vii) the name and qualifications of any instructor, and

- viii) the needs regarding the use of school services, resources and facilities.
5. The parent who provides the home education program must:
 - i) develop, administer, and manage the home education program,
 - ii) evaluate the progress of the student at regular intervals. There should be a record of student activities, methods of assessment, achievement attained and a portfolio of student work.
 - iii) be available for a review of the student's achievement with the Superintendent or designate at a mutually agreed upon time.
 - iv) ensure that the student, when at a level equivalent to grade three, six, and nine, writes the provincial achievement tests at the time designated by the Minister.
 - v) records the results of the students achievement in the student's record in accordance with Regulation 6024 – Student Records.
 6. The principal of the school to which the student is registered shall monitor the home education program on a regular basis. The Superintendent shall review the approval of a home education program.
 7. Home education programs shall be based on the Alberta Program of Studies or meet Alberta Education requirements.
 8. Where the student is registered in a program through the Alberta Distance Learning Centre (ADLC) as part of the approved program, the costs will be borne by the Division.
 9. School services and resources for a home education student may be arranged through discussions with the principal of the school in which the student is registered. For example, extracurricular activities, student photos and identification, newsletters, and monthly calendars can be made available to the home education student.
 10. Additional information regarding home education may be found in Alberta Education Policy 1.1.2 and Alberta Regulation 126/99.

ADMINISTRATIVE PROCEDURE NO. 223

ENGLISH AS A SECOND LANGUAGE

Background

English as a Second Language (ESL) is a provincially funded program for students both recently arrived in Canada and Canadian born. The goal of the program is to provide students with the necessary educational programs and academic support to enable them to communicate in English fluently and competently enough to complete their education and become productive and contributing members of society. The ESL program will give attention to the linguistic, cultural, spiritual, and academic needs of the students.

Procedures

1. The Superintendent shall be responsible for ensuring the Division offers programming that meets the needs of students who require assistance with English as their second language. The Superintendent shall determine the goals and protocols of the program and how the program will be delivered.
2. English as a Second Language (ESL) students are defined as those who have recently arrived in Canada and Alberta resident students whose proficiency in English is not commensurate with their age and/or abilities, as English is not their first language.
3. Each school will develop a program plan for ESL students which will:
 - 3.1 Encourage rapid integration of the student(s) into the school and community environment; and
 - 3.2 Give attention to the linguistic, cultural and academic needs of the students.
4. All principals that are providing ESL programming shall become familiar, and comply with Alberta Education Policy 1.5.1 – English as a Second Language, as well as current regulations defining eligibility.
5. ESL programs will be provided in accordance with the Alberta Education's Program of Studies and appropriate ESL curricular documents.
6. The principal shall ensure students are identified and coded according to Alberta Education policies and regulations, and that progress is monitored and reported regularly.
7. The principal shall maintain a list of students requiring ESL instruction and inform staff of the students eligible for the program.
8. The principal shall facilitate collaboration among all staff and service providers working with ESL students at their school;

9. The principal is responsible for ensuring that ESL data and record keeping is maintained as required.
10. Parent should be advised about student(s) receiving ESL programming.
11. ESL programming will be monitored and evaluated as required by evaluation procedures determined by the Division.
12. The principal should ensure that appropriate interpreter services will be accessible to families and the school as required.

ADMINISTRATIVE PROCEDURE NO. 224

OUTREACH PROGRAM

Background

It is recognized that students are able to be successful in a variety of school environments. The Board believes it is reasonable to provide choice in Catholic Christian programming for those students who elect to complete their education in a non-traditional manner. An outreach program will be provided for funded students who choose to attend and benefit from alternate school programs.

Procedures

1. The Superintendent will ensure that the outreach program will adhere to regulations and guidelines as stated by Alberta Education. The outreach program is available to all students of the community who meet the criteria for enrolment and can work in a Catholic educational environment and accept the value structure of the Division.
2. The outreach school will be administered under the authority of a designated school principal.
3. Schools in the division will work collaboratively to increase the educational opportunities for students. This may result in students being co-enrolled in multiple schools within the division.
4. Students may be eligible to attend an outreach program if they:
 - 4.1 Are younger than 20 years of age on September 1;
 - 4.3 Are 20 years of age or older on September 1 and pay tuition;
 - 4.4 Are unable to attend a school program on a regular basis for a variety of reasons; and
 - 4.5 Prefer to enroll in courses which are provided through an outreach model.
5. The outreach program will provide students with:
 - 5.1 Access to instruction by a certified teacher;
 - 5.2 Opportunity to develop a career portfolio outlining their personal career pathway;
 - 5.3 The required hours of access to instruction; and
 - 5.4 The opportunity to link with specialist teachers from other schools in the Division.

6. The following expectations are established for students enrolled in an outreach program:
 - 6.1 A student enrolled in another school in the Division should consult with the outreach principal or designate regarding suitability for enrolment in an outreach program;
 - 6.2 Consultation with a staff member in the development of a personalized learning program that includes the goals necessary to complete the requirements of a high school diploma;
 - 6.3 The development of a learning plan that will describe the work that will be completed in a time frame agreed to by the teacher;
 - 6.4 A student is expected to complete a minimum number of credits per year and maintain satisfactory performance as determined by the designated principal; and
 - 6.5 The treatment of other students and staff members with respect and behaving in a manner that is consistent with the values and expectations of the school.
7. The outreach program may make additional services available to students, such as personal counseling, conflict resolution, study skills and time management development.
8. The outreach program will develop a student handbook describing student performance, attendance and eligibility for enrolment.
9. Program monitoring and evaluation will be the responsibility of the designated school principal, under the supervision of the Superintendent of Schools.

ADMINISTRATIVE PROCEDURE NO. 225

SPECIAL PROJECTS

Background

In accordance with the School Act, the Division will provide the opportunity for high school students to undertake Special Projects. Special Project credits are designed to encourage students to become involved in the selection, planning and organization of their own programs in specific areas and to encourage students to pursue activities in which they have considerable interest or ability but which are not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

1. The opportunity to earn Special Projects credits shall be available to all students.
2. Students may enroll in Special Projects 10, 20, or 30. Special Projects 20 and 30 do not have pre-requisites.
3. Special Projects shall be carried out under the supervision of a teacher.
4. Special Projects credits shall not be awarded for student activities that would be considered a normal part of extra-curricular, co-curricular activities or work experience activities generally offered by a school (i.e. yearbook, school newspaper, school sports teams, special clubs).
5. The content of a Special Project need not be related to a specific school subject.
6. If a Special Project is related to a specific school subject, the content of the project shall be distinct from, and in addition to, regular course requirements.
7. In circumstances where a student enrolls in more than one Special Project over their school career, the projects must vary substantially from year to year or demonstrate increased levels of proficiency.
8. The principal shall require the student to submit a clearly planned proposal for approval. The proposal shall include:
 - A description or outline of the project;
 - The number of hours of work expected to complete the project;
 - Method by which the project would be carried out;
 - A description of the expected results
 - Evaluation procedures as outline by the supervising teacher;
 - An expected completion date; and
 - Name of the supervising teacher.

9. The principal shall retain a copy of the Special Project proposal until the project is completed.
10. Projects shall be completed and a report submitted to the principal prior to the conclusion of the semester or school year.
11. When a Special Project takes a student into the workplace, the worksite shall be registered as an "Off-Campus Education Work Site" and the student should be registered in a work experience course.
12. As stated in Alberta Education guidelines, Special Projects to be granted three credits require 75 hours of work and five credit projects require 125 hours of work.
13. Projects must be evaluated in accordance with Division evaluation procedures.

ADMINISTRATIVE PROCEDURE NO. 226

LOCALLY DEVELOPED COURSES

Background

The Division supports the local development and authorization of junior and senior high school courses which do not duplicate provincially authorized courses and allow staff to be innovative and responsive to local and individual student needs. Development of courses will be consistent with our Catholic Christian beliefs and morals while fostering educational excellence within our school communities.

Procedure

1. The Board, through the Superintendent, shall authorize all locally developed courses in accordance with Alberta Education Policy 1.2.1 – *Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses*. Policy 1.2.1 is available online at <http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/121.asp>
2. A request for approval of locally developed or acquired courses shall include:
 - 2.1 Philosophy and rationale;
 - 2.2 Learner expectations;
 - 2.3 Specific content outline;
 - 2.4 Special facilities required;
 - 2.5 Identification of and proposed treatment on controversial course components;
 - 2.6 Degree to which course complements, but avoids overlap with, provincially developed courses;
 - 2.7 Plan for assessing student achievement; and
 - 2.8 Plan for course evaluation, monitoring and revision.
 - 2.9 Alberta Education has developed a *Checklist for Submitting Locally Developed/Acquired and Authorized Courses* (LDCs) to assist jurisdictions in meeting the requirements of Policy 1.2.1. The Checklist is available online as Information for Administrators at http://www.education.gov.ab.ca/pubstats/school_jur_pub.asp

3. Locally developed courses shall be offered only after the Board has given approval.
4. The course outline will be forwarded to the Superintendent for Board approval by May for the first semester or December 1 for the second semester.
5. The objectives of the courses being developed shall be consistent with the curriculum goals established by the Division.
6. The resources required for the development and implementation of new courses shall be determined by each site administrator.
7. New courses being developed will require a built-in evaluation.
8. Prior to development, a study will be conducted to ensure that:
 - 8.1 A proposed course will be chosen by a reasonable number of students;
 - 8.2 Materials for the implementation of the program are accessible; and
 - 8.3 Teachers are available to teach the course.
9. During the first year of school site implementation, all courses will be piloted, evaluated and if necessary, revised.
10. All Division sponsored locally developed courses become the property of the Division and the Division retains copyright for these materials.
11. The Board, through the Superintendent, shall reauthorize all locally developed courses in accordance with Alberta Education Policy 1.2.1.

Reference: School Act Section 3, 28,39,50,60,61,133
Policy 1.2.1 – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses
Policy 1.2.2 – Locally Developed Religious Studies Courses
Policy 1.4.3 – Off Campus Education
Guide to Education, ECS to Grade 12

ADMINISTRATIVE PROCEDURE NO. 240

GUIDANCE AND COUNSELLING SERVICES

Background

The Division will provide guidance and counseling services for all students in order to support and facilitate achievement of the following:

1. Students demonstrate respect, care and consideration for themselves and others in fulfillment of the Gospel message respecting human dignity,
2. Students participate positively and actively in learning activities developing their talents to the fullest degree, and
3. Students acquire knowledge, skills and attitudes needed to help them lead productive, satisfying lives.

Procedures

1. The principal and staff members will become familiar with Alberta Education documents and requirements dealing with guidance and counseling services. In particular, the *Comprehensive School Guidance and Counseling Programs and Services* and Policy 1.6.3 – Guidance and Counseling.
2. An approach that focuses on a comprehensive, developmental guidance program, rather than individual crisis situations, will be promoted. The four components of a school's comprehensive counseling and guidance program should include:
 - i) Developmental Guidance and Counseling – preventative, proactive approach,
 - ii) School/Community Support – activities that establish, maintain and enhance the existing program,
 - iii) Individual Student Planning – career planning as well as individual assessment and advisement, and
 - iv) Responsive Services – meeting the immediate concerns of the student(s).
3. Referrals may be made to service providers outside of the school, for cases that are deemed beyond the individual counselor's scope of competence, or where counseling services are not available.
4. The Division will maintain liaison with local service agencies and continue to support the Family School Wellness Programs, the formation of parent support groups, and contracted services for specialized psychological assessment, advice and family counseling.

5. The principal shall ensure that a team approach is used and that guidance and counseling services are an integral part of the school program. Team members are principal, counselor, teachers, and others, as required. The roles of the team members are as follows:

a. The Principal:

- i. Sets up a school guidance and counseling team;
- ii. Provides for a needs assessment;
- iii. Establishes with the counselor, a school guidance and counseling program plan;
- iv. Provides for and facilitates the delivery of service; and
- v. Assists in evaluating outcomes.

b. The Counselor:

- i. Provides group guidance and small-group or individual counseling;
- ii. Consults with parents, school staff, central office, and community groups;
- iii. Co-ordinates or provides group and individual testing where appropriate, in co-operation with classroom teachers, special needs teachers and outside contracted services;
- iv. Acts as a resource personnel to teachers implementing guidance and special education related curricula, such as the SKILLS Program and other related programs;
- v. Works with students who will benefit from direct contact with the counselor such as students with severe emotional and behavioural needs, traumatic stress, and other special concerns;
- vi. In consultation with the principal, refers to other community agencies or other professionals as appropriate;
- vi. Collects and distributes current information in educational, career, personal and social areas;
- vii. Maintains communications about guidance and counseling programs and initiatives through periodic articles in the school's newsletters to parents;

- viii. Liaises with other schools and institutions, to provide educational continuity for students; and
 - ix. Accepts responsibility for projects and administrative duties related to student services as assigned by the principal.
 - x. Will refer to the Counselor Handbook for more specific Division information when required.
- c. The Teachers:
- i. Consult with parents and the counselor;
 - ii. Participate in student orientation activities;
 - iii. Teach and support guidance related curricula presented in an individual classroom, small group or school-wide basis, identifies and participates in preliminary assessments of students referred to special programs or who present special problems; and
 - iv. Write up Individualized Program Plans for special needs students utilizing input for the parents, special needs teachers and counselor.
6. Each school shall define and implement individual guidelines and procedures based on their needs assessment in accordance with the guidelines specified herein, and shall submit these documents to the Associate Superintendent of Student Services.
 7. All school counselors shall work as a team and share resources, information and be on call to assist at other schools in the event of a crisis or other event.
 8. All individuals providing guidance and counseling services shall respect the confidentiality of information received in accordance with professional ethics, Division policy, Alberta Education policies and regulations, FOIPP, and the law.
 9. Records created as a result of the guidance, counseling and career programs will be consistent with current and relevant legislation, policies, and regulations.

ADMINISTRATIVE PROCEDURE NO. 241

CHALLENGE OF LEARNING RESOURCES

Background

Parents, community members and students should have the opportunity to bring their concerns with the use of certain materials in the classroom, available in the school library or found in the school. Students should receive classroom experiences, which cover a wide range of issues and areas of study. In addition, the issues and materials used within the school must be consistent with the standards and values of the Catholic faith.

1. Informal Reconsideration
 - a. An individual wishing to request a review of a learning resource must first bring the matter to the attention of the principal.
 - b. An individual parent may submit a written request to the principal to restrict access to his/her child of a given learning resource. The principal may accept the written request upon receipt and the resource shall be made inaccessible until reviewed. However, if the principal disagrees with the written request, the resource shall remain accessible until completion of the "Formal Reconsideration" process.
 - c. The principal shall explain the guiding principles involved in the selection of learning resources and the manner in which the learning resource in question is utilized in the school education program. The principal may involve appropriate Division personnel in the explanation of the materials selection procedure, criteria and the qualifications of those persons selecting the materials.
 - d. Access to challenged material shall not be restricted during the reconsideration process.
 - e. If unresolved at this stage, proceed to Formal Reconsideration.
2. Formal Reconsideration
 - a. A complainant may pursue a complaint beyond the informal level by completing a "Request for Reconsideration of Learning Resources" form and forwarding it to the principal (see Form 36).
 - b. The principal shall forward copies of the completed "Request for Reconsideration of Learning Resources" to the Associate Superintendent - Learning Services.
 - c. Within 30 days from the receipt of the "Request for Reconsideration of Learning Resources" form, it shall be referred to a Reconsideration Committee composed of:
 - i. The Associate Superintendent – Learning Services;
 - ii. The principal, or designate;
 - iii. A teacher or library technician;
 - iv. A parent, selected from the community; and

- v. A priest or other knowledgeable expert if the learning resource is faith related.
- d. The principal shall:
 - i. Form the Reconsideration Committee;
 - ii. Establish a meeting date as soon as possible after the complaint is received; and
 - iii. Name the convener of the Reconsideration Committee.
- e. The Reconsideration Committee shall examine the challenged learning resource and make a recommendation.
- f. The complainant may appeal any decision of the Reconsideration Committee within 15 days directly to the Board.

The Use of Movies and Videos in School

Background

It is recognized that, in some instances, a parent or student may have a concern about a particular film or video being used as a learning resource. This person will usually appeal directly to the school principal. The controversial material may be publicly sensitive and on which there is no consensus of values or beliefs. The film or video may include topics on which reasonable people may sincerely disagree and may reflect positions quite different than those taken by the Catholic Church. Members of the public have the right to challenge the use of materials by demonstrating that the resource being used does not reflect the vision, mission and fundamental beliefs of the school division or the Catholic Church. *The Guide to Education: ECS to Grade 12* has a controversial issues provision (p. 82).

Concern

- Teaching staff could inadvertently show movies or videos that are inappropriate for students in a Catholic school.
- A teacher could show movies in class without any instructional objectives.
- Parents may object to what they consider inappropriate use of movies in the classroom.

Some Facts

- Movies and videos are significant expressions of our culture and when used appropriately can be very effective in teaching values and morals and in promoting discussion of various matters of faith.
- Students can become desensitized and negatively influenced by media.
- Media often portrays a lifestyle that is contradictory to the vision, mission and fundamental beliefs of the school division or the Catholic Church.
- Our faith needs to be considered and reflected in the selection and use of instructional materials and resources.
- We cannot prevent our students from viewing inappropriate movies or videos in their homes. We can do this while they are in our care. We can determine the educational value and moral fibre of a particular movie or video.

It is up to the principal to determine what movies or videos can be shown in the school and the action to be taken if a parent or student requests being excluded from a movie or video that is being shown.

Helpful Web Sites (updated January 2007)

- www.usccb.org
The US Conference of Catholic Bishops, on their web site, offers reviews on recently released movies.
- www.screenit.com
This web site has a comprehensive list of movie reviews and each movie is rated in fifteen categories.
- www.dove.org
This is a Christian web site that offers a listing of the top ten Dove-Approved movies.
- www.moviereporter.com
This web site includes film and video reviews from a Christian perspective.
- www.decentfilms.com
This web site provides reviews on four different aspects of the film including moral and spiritual value.

Principals can use the attached form for tracking and regulating movie and video use in the school.

Use of Movie or Video in the Classroom FORM

Please complete the following form and submit to the school administrator two days prior to the movie being shown.

Teacher Name: _____

Grade/Subject/Course: _____

Title of Movie: _____

Date of Viewing: _____

Describe how you will use this movie in the classroom. For example, will you be showing the whole movie or just certain excerpts?

Please outline the educational outcomes that are achieved through the viewing of this material.

Please outline how you will prepare the students for the viewing of this film.

Briefly outline your follow-up (e.g. classroom discussion, reflection paper, assignment) after the viewing of this movie/video.

Is this movie appropriate for the age of your students? (explain)

What is the movie's rating?

Have you previewed this movie or video? (circle one) Yes No

Is this movie covered by our movie copyright license? (circle one) Yes No

Please attach a copy of the movie review from one on the listed movie web sites.

www.usccb.org

www.screenit.com

www.dove.org

www.decentfilms.com

Date Submitted: _____

ADMINISTRATIVE PROCEDURE NO. 242

INTERNATIONAL SERVICES PROGRAM

Background

In support of our mission to bring Christ to every child, our International Services Program recognizes the critical importance of providing opportunities for our staff and students to compete in rapidly changing global community. Our International Services Program is aligned with the Alberta International Education Strategy (2001) and provides significant benefits to our staff and students including:

- † Providing opportunities for our Division to promote our faith to students from abroad;
- † Providing our Division with an opportunity to market our programs globally and bring attention to the strength of our mission across the world;
- † Fostering international cooperation and a better understanding of international issues and global responsibilities for stakeholders of our Division, with Christ's teachings as our example;
- † Providing our students a greater understanding of a global perspective that will expand their knowledge of the world;
- † Providing our students with the opportunity to become more knowledgeable and prepared to live and work in a global community through their interaction with international students; and
- † Providing revenue-generating strategies to the Division by marketing our regular and on-line programs internationally.

In today's changing global community, it is imperative that our students have access to the diverse knowledge and skills that international students bring. (International Student discussion Paper, Appendix A)

Our program will accept students from across the world to enjoy the benefits of our first class education system and to provide our students with the opportunity to benefit from daily interactions with international students. Further, the program will allow staff and students the opportunity to travel and learn abroad through international exchange programs as developed by our schools and through international exchange programs.

Procedures:

1. The Program Manager of International Student Services shall, in conjunction with the Associate Superintendent-Student Services, design a program to attract international students to our Division and provide vehicles for international opportunities for our Division students and staff.
2. The scope of the International Services program will be developmental in nature. Initially, the program will focus on international student recruitment and the promotion of international student services. As the program develops, the scope of the program may be expanded to include all components of international services including exchange and twinning programs, teacher recruitment and exchanges and on-line marketing.
3. The Board, through the Program Manager and a designated school representative, in accordance with International Student acceptance procedures, will accept international students on a tuition fee basis. The tuition fee will be reviewed annually and will not be set at a rate less than the grant received for a resident student of the Board.
4. The Program Manager will be responsible for defining procedures relative to student acceptance, home stay programs, collection of student fees and tuitions, agent agreements and recruitment.
5. Division schools will designate a staff representative who will be the Division liaison with the International Services Program.