

INSTRUCTIONAL PROGRAMS AND MATERIALS 200

Administrative Procedure 200

RELIGIOUS EDUCATION

Background

The achievement of the Division's mission and goals requires the provision of formal religious instruction and celebration within the school. Therefore all students will take part in the religious education program and the religious life of the school.

Procedures

1. The Principal shall advise all parents of the expectation of the school that their children will participate in religious studies and the religious life of the school.
2. The religious education program will include formal classroom instruction, acts of charity, pursuit of social justice and religious celebrations.
3. The Principal shall ensure that the religious programs offered in the school have been approved by the diocesan authorities.
4. Teachers shall be advised at the time of recruitment that they must be willing to provide instruction in religious education and be prepared to participate in in-service activities where appropriate.

Administrative Procedure 203

**EDUCATIONAL SERVICES FOR DISABLED STUDENTS WITH
DISABILITIES****Background**

Students with disabilities are to be given the same opportunities for access to educational programs as any other student.

Procedures

1. Educational services will continue to be provided to resident disabled students if they are less than 20 years of age on September 1.
2. The Superintendent shall maintain a record of disabled students and notify parents and the proper authorities of the intention to discontinue service at such time as the student no longer qualifies for provincial funding. Notice shall be given in the year prior to the discontinuance of service.

Administrative Procedure 204

EARLY CHILDHOOD SERVICES

Background

An Integrated Early Childhood Services Program (ECS) will be provided to children in order to facilitate the transition from home to the school setting. The intent of the ECS Program is to strengthen the sense of dignity and self worth of the child and permit parents with opportunities to actively participate in their children's educational programming.

The ECS Program is a voluntary program and will be provided in accordance with provincial legislation and the regulations.

Procedures

1. Children will be admitted into the ECS Program, with a locally developed date. Whenever possible this date will be aligned with the admission date of the public school boards.
2. If a student has transferred to the community and has already attained eligibility for kindergarten in their previous community, a student will be accepted on that basis.
3. Students who transfer into the division and have been enrolled in ECS in the school jurisdiction where they previously resided should be enrolled at that level.
4. Students with special needs will be admitted into the ECS Program in accordance with their eligibility to qualify for, and receive, provincial funding.
5. The Superintendent will determine an ECS Program fee annually.
6. The Principal shall act as the Program Coordinator for the ECS Program in the school.
7. The ECS teacher shall be responsible for the conduct of the Program and for providing opportunities for parent participation.
8. A Local Parent Advisory Committee may be established consisting of volunteers and may act in an advisory capacity to the teacher or principal.
9. Testing and the social readiness of a child must be used as additional criteria for eligibility.

10. Evaluations of child participation in the ECS Program shall address the social, emotional, physical, intellectual and spiritual growth of each child. The ECS teacher shall make periodic progress reports to the parents.

Administrative Procedure 205

DISTANCE EDUCATION

Background

It is important that the students of the Division be provided with as varied and comprehensive educational program as possible. However, in many schools, there are a number of constraints that limit the number of courses or programs that might be offered in any single year. Although students are encouraged to complete as much of their programs as possible within the classroom setting, Distance Education courses provide acceptable alternatives.

Procedures

1. The Principal shall be responsible to approve the registration of students in all Distance Education courses.
2. The Principal shall determine the rate of reimbursement of fees in accordance with the following:
 - 2.1 100% of the course fees will be paid by the Division if:
 - 2.1.1 Severe timetable conflicts prevent a student from taking a required course by regular instruction during a particular school year;
 - 2.1.2 Limited student enrolments prevent the course from being offered in the school during a particular school year; or
 - 2.1.3 The Principal recommends a student enrol in a Distance Education course due to extenuating circumstances.
 - 2.2 50% of the course fees will be paid by the Division if:
 - 2.2.1 A student wishes to take an optional course that is not usually offered by the school;
 - 2.2.2 A student prefers to take a particular course by Distance Education rather than in the regular classroom;
 - 2.2.3 A student in a home schooling program is enrolled in a Distance Education course; or
 - 2.2.4 A student wishes to register in a Distance Education course over the summer to either upgrade a final standing or complete a required course.
3. Reimbursement of course costs will be dependent upon submission of evidence of the successful completion of the course.

Administrative Procedure 206

HOME EDUCATION – NON-RESIDENT STUDENTS

Background

The decision of parents to educate their child in a home schooling environment will be supported in accordance with the requirements of provincial legislation and requirements. Therefore, the Board will act as a willing non-resident board for parents who wish their child home schooled.

Procedures

1. The Board will act as a willing non-resident board, if the parents submit a written request to the Superintendent and the following conditions are met:
 - 1.1 The parents have been unable to enter into a suitable home schooling arrangement with their resident board;
 - 1.2 The requirements of Alberta Learning in terms of notification, home education program, parent duties, and funding can be met; and
 - 1.3 The parents agree to abide by the requirements of the Board regarding the delivery of a home education program.
2. The Superintendent shall provide a Home Schooling Handbook that will outline and define the manner in which the home education program will be provided in the Division. The handbook will also include the Home Education Program Supervision Plan.
3. Home-schooled students are enrolled for the purposes of Alberta Learning registration in the Home Schooling Program in Vermilion.
4. The Principal of Home Schooling will be responsible for the management and delivery of the home education program.
5. Each student enrolled in the home education program will be provided with:
 - 5.1 A teacher that will be the program facilitator;
 - 5.2 A Home Schooling Handbook which will contain, the administrative procedures of the Division, the Alberta Goals Of Education, Goals of Schooling and Desirable Characteristics, general and specific information about the program, the supervision plan, accounting requirements and procedures, registration process and timelines as well as personnel assigned to the program;
 - 5.3 Appropriate Programs of Studies, Alberta Distance Learning Courses, and textual materials used in school-based programs upon parental request and at cost;

- 5.4 Assessment as outlined in the Home Schooling Handbook and the requirements of Alberta Learning;
 - 5.5 Parental counseling and assistance in order to enhance their educational program;
 - 5.6 A student record within the requirements of Alberta Learning;
 - 5.7 Access to school personnel, facilities and programs such as library, extra curricular programs and grade/subject specialists as deemed necessary; and
 - 5.8 An allocation of 50% of the Home Schooling grant to be used in accordance with the requirements of Alberta Learning.
6. The Superintendent may terminate a home education program in accordance with the requirements of Alberta learning. If the Superintendent terminates a home education program, the Superintendent shall immediately advise the parents of:
- 6.1 Their right to discuss the matter with the Superintendent;
 - 6.2 Their right to appeal to the Board in accordance with the Board's policy on appeals. A copy of the policy will be included with the letter; and
 - 6.3 Their right to appeal to the Minister.

Administrative Procedure 207

BLENDED/VIRTUAL PROGRAM – SCHOOL OF HOPE

Background

Parents will be provided with the opportunity to have their children take a portion of their educational program through a school and a portion through home education. Each portion of the educational program will be separate and distinct and will need to be completed in the manner chosen by the parent. Only a funded blended program, which has a minimum of 50% of an elementary/junior high program and a minimum of 20% of a high school program as the direct responsibility of a teacher, will be supported.

Procedures

1. The parent may chose to have the school portion of the educational program delivered in a classroom setting within a school or through the virtual school delivery mode. If the virtual school delivery mode is chosen, the student will be registered as a student in the School of Hope. The parent will be required to submit a completed form to the School of Hope Blended/Virtual Program should this option be selected. A copy of the Form is included in the forms section of this manual.
2. Parents will be required to pay an educational service fee as approved by the Board for certain resources and this will not exceed the total fees charged in other Division schools.
3. Parents of a student enrolled in a funded blended program shall receive funds based upon the percentage of time the student is enrolled in the home education program. For example, if the student is enrolled for 50% of the educational program in a home education program, the parent shall receive 50% of the amount provided to a parent if the student were to be enrolled 100% of the time in a home education program.
4. Students enrolled in a virtual school delivery mode shall have attendance defined by the student's attention to work, to assignments completed on schedule, to progress being made. The teacher responsible for the program shall initiate steps with the student and the parent to remedy the situation in the event that progress is not satisfactory. Should the situation not improve, the teacher shall refer the student to the school administration of the School of Hope.
5. Students enrolled in a funded blended program are required to write provincial examinations. Should a student not comply, acceptance in the School of Hope the following year will be subject to review.

6. All students enrolled in a funded blended program will complete either the school's program of Religious Studies, the Division's World Religions or Ethics Program, or an approved related social science program approved by the Superintendent.
7. A Blended Program Learning Resources Centre will be established with the responsibility to gather, distribute, sell, or dispose of all non-consumable and capital resources.
8. The Secretary-Treasurer shall be responsible for the accounting and the monitoring of all student expenditures on the funded blended program.
9. The purchase of resources for the funded blended program may be made through the established purchase order system or directly by the parent for reimbursement according to established procedures. All purchases must have teacher approval for reimbursement.
10. The Principal of the Blended Program, through the office staff, shall establish individual student accounts for all students in the blended program and an inventory of non-consumable resources such as texts, videos and capital equipment.
11. The Principal of the School of Hope shall ensure that an inventory of equipment shall be prepared to record the following:
 - 11.1 Type of equipment,
 - 11.2 Model and serial number, if available,
 - 11.3 Location of the student learning environment where the equipment is being used,
 - 11.4 Date the equipment was assigned for use,
 - 11.5 Date the equipment or material is returned, and
 - 11.6 Textbooks, educational kits, software, audio/visual tapes, educational games, etc. available for use in the funded blended program.
12. For the purposes of these procedures, an item with a value in excess of \$500 shall be identified as a capital item.
13. The following resources have been approved for the virtual program used in the School of Hope Program and can be paid for by the parent from the home schooling grant:
 - 13.1 Primary Alberta approved texts and resources - \$50.00 for elementary and \$75.00 for junior high students and senior high students,
 - 13.2 Fax machines - \$50.00 per year,
 - 13.3 Internet service,

- 13.4 Cassette player – a maximum of \$50.00,
 - 13.5 Furniture directly related to the student's workstation, e.g. desk, small table and chair – a maximum of \$150.00
 - 13.6 Photocopying charges,
 - 13.7 Teacher assistants as determined by the Principal and based on the student's PEP form,
 - 13.8 Encyclopedias and related research resources,
 - 13.9 Student passes to recreation centre, theatre, if determined by the teacher as a part of the instructional program, and
 - 13.10 Registration fees for league sports except travel, uniforms, testing fees and subsistence
 - 13.11 Computer systems or parts thereof.
 - 13.12 Limited additional texts and resources determined by the teacher and approved by the board to supplement Alberta texts and resources.
14. Items that are not approved for support for reimbursement from the home schooling grant in the School of Hope Program:
- 14.1 Musical instruments,
 - 14.2 Playground and recreational equipment,
 - 14.3 Registration fees for 4-H clubs, guides/scouts, etc,
 - 14.4 Photocopiers, scanners, computer upgrades, CD ROMS,
 - 14.5 Clothing, choral choir dress, etc., and
 - 14.6 Travel and subsistence.
15. The Principal shall rule upon any item that does not clearly fall into one of the preceding categories.
16. The Principal shall be responsible to implement the funded blended program in accordance with the appropriate Provincial Requirements and Administrative Procedures.
17. The Special Education Coordinator is responsible to the School Principal for carrying out the responsibilities associated with the funded blended program.
18. All students registered in the funded blended program are required to write the Provincial Achievement Tests at the grades 3, 6 and 9 levels. The following provisions will be made in order to provide students with the opportunity to write the tests:
- 18.1 Test centers will be set up in major geographical locations throughout the province and supervised by a certificated teacher employed by the Division.

- 18.2 Test centers will operate on the dates and times specified by Alberta Learning for the administration of the tests.
 - 18.3 If it is deemed impossible for a student to attend the test centre, provision will be made for the student to write the test in the student's learning environment under the supervision of a certificated teacher. If a certificated teacher is not available, the services of a responsible community member will be secured. Relatives or persons residing at the same address as the student will not be hired for this purpose.
 - 18.4 All examinations will be returned to the school and then forwarded to Alberta Learning, Student Evaluation Branch.
19. The following procedures will be followed in the case of high school students writing Alberta Diploma Examinations:
- 19.1 Whenever possible, the student will write the examination on the date and time specified by Alberta Learning at an accredited school and under the supervision of a certificated teacher.
 - 19.2 The student may request approval from Alberta Learning for a special writing centre if a school setting is not possible.

Administrative Procedure 208

VIRTUAL SCHOOL PROGRAM – SCHOOL OF HOPE

Background

Educational programs will be made available to students within and beyond the boundaries of the Division by means of a virtual school program. The program will provide students with access to instruction provided by a certificated teacher employed by the Board by the use of technology in a learning environment preferred by the parent and the student. The school will be a virtual school and be designated as the School of Hope.

Procedures

1. The Principal of the School of Hope shall be responsible for implementing the program in accordance with provincial requirements and the administrative procedures established for the Division.
2. The school year for programs delivered by the school shall be on a 12-month basis and conform to the Divisional school year.
3. Each student will be taught by a certificated teacher employed by the Board who will be responsible for the delivery of the educational program.
4. Provisions will be made for all students registered to write Provincial Achievement or Diploma Exams.
5. The Board will charge a tuition fee to non-resident students of Alberta wishing to enroll in the program.
6. The student shall be enrolled in the School of Hope in those cases where a student is taking the complete program through the virtual school delivery mode.
7. The school will provide all instruction and resources for the program, as would be the case in a regular school program. A rental or user fee may be established if necessary.
8. It is expected that all students enrolled in the School of Hope will complete the school's program of Religious Studies, World Religions, Ethics, or an approved related social science program.
9. The Principal shall be responsible for monitoring the virtual school program on a regular basis and reporting any issues to the Superintendent.

Administrative Procedure 209

ENGLISH AS A SECOND LANGUAGE

Background

English as a Second Language (ESL) Program is a provincially funded program for students both Canadian-born and foreign-born. The goal of the Program is to provide students with the necessary educational programs to enable them to speak English fluently enough to complete their education and become productive and contributing members of society.

Procedures

1. The Principal shall inform the Superintendent of the number of students that may be eligible for the Program as soon as possible.
2. The Superintendent will determine whether a Program will be made available in the Division based upon the following factors:
 - 2.1 The number of students requiring the Program;
 - 2.2 The availability or appropriate facilities and qualified staff;
 - 2.3 Program costs; and
 - 2.4 Other factors that may be considered relevant.
3. Written parental approval is required before students are registered in an ESL Program.
4. If there is a need for a Program and it cannot be offered in the Division, arrangements may be made to purchase services from another jurisdiction.

Administrative Procedure 210

SPECIAL EDUCATION

Background

Students within the Division have a wide range of skills and abilities and must be provided with educational programs that adequately meet their needs and take these into consideration. The provision of educational services to exceptional students with special needs, including gifted and talented, will be in accordance with the following procedures: the East Central Alberta Catholic Separate Schools Regional Division No. 16 Special Education Handbook, and the requirements of Alberta Learning.

Procedures

1. Students with potentially exceptional needs, as identified by the Special Education Coordinator, teachers and/or parents shall be referred through the Principal for further assessment.
2. All referrals for further assessment must have parental consent.
3. Divisional staff will inform parents of the assessment results and any recommendations regarding placement and programs.
4. The placement of a student in a special education program will be based upon the recommendation from the Special Education Committee consisting of the Special Needs Coordinator, school-based administrator, and other appropriate staff.
5. The school must secure written parental permission before a student is placed in a special education program. The parents must be informed of any program change.
6. The Principal and appropriate staff will review special placements on an annual basis.
7. The teacher, along with the appropriate personnel, will develop an Individual Program Plan for each student with exceptional needs within a reasonable time from placement and discussed with and signed by the parent.
8. Student progress will be regularly evaluated in terms of stated objectives which must be reported to parents.
9. The Principal shall submit an annual report pertaining to the Special Education Programs in the School to the Superintendent by June 30th of each school year.

10. The Superintendent shall prepare an annual report for presentation to the Board outlining the provision of special needs programs throughout the Division.

Administrative Procedure 211

OFF-CAMPUS EDUCATION

Background

Off-campus education is an opportunity for students to use the community as a resource for schooling. The purpose of off-campus education opportunities is to help the students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

Procedures

1. Principals who are providing off-campus educational opportunities for students enrolled in the school shall ensure that they are familiar with Alberta Learning Policy 1.4.3 and the regulations governing off-campus education.
2. The annual "Application for Approval of Work Site/Stations" shall be completed by the school, preferably in the spring for the coming school year. This form shall be approved and signed by the principal.
3. The "Agreement for the Off-Campus Education Program" shall be signed by the employer, the student worker, the parent and teacher-coordinator.
4. 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 and the Board's liability insurance policy is not in effect, nor are employers exempt from paying the minimum wage, until the "Application for Approval of Work Site/Stations" is approved.
5. The Principal shall submit to the Superintendent, the following information before the implementation of the school's Off-Campus Education Program:
 - 5.1 A copy of the annual "Application for Approval of Work Sites/Stations."
 - 5.2 A list of all students participating in the program and their program placements.
6. 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 someone responsible for the program can be reached.
7. Students who are 12 to 13 years of age may participate in an approved Off-Campus Education Program in the following general areas:
 - 7.1 Office and clerical work (delivery, filling, duplicating, telephone, receptionist, and messenger).

- 7.2 Cashiering and selling.
 - 7.3 Price marking, tagging, assembling orders, packing, shelving, rotating stock, receiving goods, arranging displays.
 - 7.4 Bagging and delivery of merchandise.
 - 7.5 Librarian's helper.
8. The supervising teacher-coordinator shall contact the work site/station a minimum of once a month over the period of the off-campus placement.
 9. The Principal and supervising teacher-coordinator shall ensure that adequate supervision is provided for students in off-campus placements.
 10. The Principal shall prepare an annual evaluation report and submit it to the Superintendent by June 30th. The report shall include:
 - 10.1 Enrollment figures for off-campus education including work experience courses, work-study programs, and the Registered Apprenticeship Program.
 - 10.2 Problems encountered over the year and the methods used to deal with them.
 - 10.3 Innovations to the programs.
 - 10.4 Feedback received from business.
 11. The Superintendent shall combine the information from the annual reports of the schools involved in Off-Campus Education and submit it to the Board.
 12. The Off-Campus Education Program procedures shall be kept current and systematically reviewed under the direction of the superintendent in consultation with any of the following: principals, 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.
 13. The Off-Campus Education Teacher-Coordinator shall submit Workers' Compensation claim forms to the Superintendent. The Superintendent will insert the proper Alberta Learning Account Code and then submit the forms to the Workers' Compensation Board with a copy of the approved "Approval of Work Sites/Stations." A copy of the material will also be sent to Alberta Learning.

Administrative Procedure 212

GUIDANCE AND COUNSELLING

Background

Guidance and counseling are integral to the continuing educational program of the school in attending to the spiritual, intellectual, physical, social and emotional well being of each student. Each school will provide a program of guidance and counseling services designed to personalize the educational program and support the personal growth for each student.

Procedures

1. The Principal shall ensure that an effective guidance and counselling program is implemented in the school which will assist each student in the development of:
 - 1.1 An awareness of personal capabilities, strengths and limitations.
 - 1.2 Self-esteem, self-confidence and self-understanding.
 - 1.3 Competence in dealing with specific problems relating to learning and personal growth.
 - 1.4 Skills in planning, decision-making and problem solving.
 - 1.5 Human relations skills.
 - 1.6 Understanding of current and potential career roles.
2. Teachers are expected to support the goals of the guidance and counseling program in all school programs and especially through courses such as: religious Studies, Christian Family Life, Health, Personal Living and Career and Life Management.
3. Each teacher is expected to fulfill a role as a counselor within the responsibilities assigned to teachers.
4. The Principal will designate a staff member to coordinate the planning and involvement of staff in appropriate guidance and counseling activities. Responsibilities of this position will be as follows:
 - 4.1 Act as the student's advocate in school.
 - 4.2 Orient staff to the school guidance and counselling philosophy and program and provide necessary professional development activities.
 - 4.3 Be the liaison between the school and community counselling related agencies.
 - 4.4 Recommend appropriate resources and resource persons for guidance and counselling related courses and activities.

- 4.5 Meet with the administration of the school on a regular basis to plan and designate specific responsibilities such as:
 - 4.5.1 Testing of students in areas of aptitude and interest.
 - 4.5.2 Developing specific programs and referring students with special needs for such programs.
 - 4.5.3 Orienting students entering and leaving school.
 - 4.5.4 Initiating special individual and group counseling activities such as peer counseling.
 - 4.5.5 Integrating career education in elementary education.
 - 4.5.6 Providing career and educational planning for grade nine students.
 - 4.5.7 Assisting in high school with educational and career planning.
 - 4.5.8 Providing information resources and speakers for personal and social development.
 - 4.5.9 Providing information resources and speakers for post-secondary education.
 - 4.5.10 Investigating and dealing with absenteeism and withdrawal from school.
 - 4.5.11 Providing an ongoing guidance and counselling program of public relations.
 - 4.5.12 Providing parents with information, resources and speakers relating to guidance and counselling activities and issues.
 - 4.5.13 Assisting students in exploring their potential, formulating realistic goals and the means to attain them.
 - 4.5.14 Reviewing student progress to date and suggesting alternative interventions, if necessary.

Administrative Procedure 213

OUTREACH PROGRAM

Background

It is recognized that not all students are able to be successful in a traditional school environment for a wide variety of reasons. In accordance with the Mission and Ministry of the Division which is the need to reach out to all students so that they may hear the Good News of Jesus Christ, outreach programs will be provided in school communities where there is interest, need and resources.

Procedures

1. The Superintendent will ensure that any outreach program which is established will adhere to the guidelines and requirements of Alberta Learning. The outreach program is to be made open to all students of the community who meet the criteria for enrolment and can work in a Catholic school environment and the value structure.
2. The staff of the outreach program will work with the other schools of the Board to increase the educational opportunities for students.
3. Students may be eligible to attend an outreach program if they:
 - 3.1 Are less than 19 years of age on September 1st.
 - 3.2 Are unable to attend a school program on a regular basis for a variety of reasons such as:
 - 3.2.1 Having dropped out of school,
 - 3.2.2 Need to work in order to support themselves and cannot attend classes on a regular basis,
 - 3.2.3 Single parent that requires a high school education,
 - 3.2.4 Medical or social problems which prevent regular attendance, or
 - 3.2.5 A decision of a school administrator, parent or student that the student will be better served in the program.
4. The program will provide students with:
 - 4.1 Encouragement to develop a Career Portfolio outlining their personal career pathway.
 - 4.2 The required hours of access to instruction.
 - 4.3 The opportunity to link with specialist teachers in other schools of the Division through the use of technology.

5. A student currently attending a Divisional school may require a recommendation from the Principal in order to transfer to the outreach program. The staff of the outreach program will contact the Principal to discuss the recommendation.
6. The following expectations have been established for students enrolled in an outreach program:
 - 6.1 A student enrolled in another school in the Division should consult with the Principal regarding suitability for enrolment in an outreach program.
 - 6.2 The development of, in consultation with the staff, a personalized learning program which includes long and short-term goals necessary to complete the requirements of a high school diploma.
 - 6.3 The development of a learning plan which will describe the work that will be completed in the time frame agreed to by the teacher.
 - 6.4 The management of time in order to achieve defined goals.
 - 6.5 The completion of two courses per semester.
 - 6.6 The treatment of other students and staff members with respect and behavior that is consistent with the values and expectations of the school.

Administrative Procedure 215

TEACHING ABOUT SEXUALLY TRANSMITTED DISEASES AND AIDS

Background

Schools have a responsibility to protect the health and safety of the student body by providing medically accurate and timely information about sexually transmitted diseases and AIDS. It is equally important that such a program is consistent with the Catholic philosophy and be in keeping with the basic moral principles of respect and dignity for all human life, endeavoring to respond as Jesus did – in a way consistent with Gospel values.

Procedures

1. Formal classroom instruction of Sexually Transmitted Diseases (STDs) and Acquired Immune Deficiency Syndrome (AIDS) will be presented at the appropriate grade levels and integrated into Provincial Health Curriculum and the Religious Education and Christian Family Life Programs.
2. The information must be technically correct and presented in a Catholic ethical context. It must be made clear to the students that the only way to avoid STDs is to do what one is morally obligated to do and that is to confine genital sexual activity to monogamous marriage.
3. School personnel will explain the rationale of the program to parents and to any other interested stakeholders prior to the introduction of the unit.
4. The Principal will encourage parents to become familiar with the information being presented to their children at various grade levels.
5. The Principal shall ensure that staff in-service sessions are provided as deemed necessary.
6. The Principal shall encourage the use of community resource personnel as long as such participation is done in a manner respectful of the Catholic moral and ethical position.
7. The Principal, in conjunction with the Superintendent, shall approve the resources used in the teaching of STDs and AIDS. A list of approved resources will be made available to the school by the Superintendent.
8. Parents may choose to have their children excused from instructional classes dealing with STDs and AIDS. All parental requests must be made in writing and submitted to the teacher.

Administrative Procedure 216

CONTROVERSIAL ISSUES AND MATERIALS

Background

Students should have classroom experiences which cover a wide range of issues and areas of study. However, it is important that the issues and materials used within the school are consistent with the standards and values of the Catholic faith and the community.

Specifically

1. The Principal is responsible for the following when programs that are controversial in nature are offered in the school:
 - 1.1 To ensure that the information dealing with controversial issues should:
 - 1.1.1 Represent alternative points of view,
 - 1.1.2 Reflect the maturity, capabilities and educational needs of the students,
 - 1.1.3 Reflect the requirements of the provincial Program of Studies, and
 - 1.1.4 Reflect the neighborhood and community in which the school is located.
 - 1.2 If necessary, communicate to the parents the nature of the program and to hold a parent meeting to review program content and materials, respond to parental concerns and inform parents of their right to exclude their children from certain program elements.
 - 1.3 To ensure that staff is prepared to provide effective program delivery.
 - 1.4 To ensure that alternative learning activities are provided for excluded students.
2. In the event of a parental challenge to the use of a particular learning resource, the following steps will be followed:
 - 2.1 The Principal will arrange a meeting between the parent and the teacher to discuss the nature of the concern.
 - 2.2 If the issue cannot be resolved at the school level, the Principal will advise the parent of their right to appeal directly to the Superintendent in writing. The written appeal shall be provided on the required form, which is included in the forms section of this manual, and outline the specific content that is of concern and the specific reasons for the concern.

- 2.3 The Superintendent will conduct a hearing at which the parent and the instructional staff may present their case.
- 2.4 The Superintendent will make a decision and advise the parents and the school of the decision within five school days of the hearing.

Administrative Procedure 217

COMMUNITY RESOURCE PERSONNEL

Background

Student learning may be enhanced through the appropriate use of community resource personnel. However, it is critical that community resource personnel reflect awareness of and sensitivity to the Division's and the school's philosophy, goals and objectives in any presentations to students.

Procedures

1. The Principal is the final authority in the approval of the selection of any community resource personnel within the school.
2. For the selection of a resource person who would interact with students outside of the classroom situation, the Principal shall:
 - 2.1 Interview the proposed individual and discuss the Catholic perspective on education, the school's philosophy, goals and objectives. The interview will also ascertain the person's philosophy, lifestyle, and the objectives, plans and strategies for the proposed interaction.
 - 2.2 Either recommend or reject the individual based upon the information gathered in the interview.
 - 2.3 Provide ongoing monitoring and supervision of the activities provided by the individual.
3. For a resource person interacting with students in a classroom situation, the following shall apply:
 - 3.1 The classroom teacher shall select the person and advise the Principal of:
 - 3.1.1 The name of the person selected and their qualifications.
 - 3.1.2 The purpose and nature of the presentation.
 - 3.1.3 The time and place of the presentation.
 - 3.2 The Principal shall either approve or disapprove of the use of that person in the classroom.
 - 3.3 If approval is given for the use of the person the teacher shall:
 - 3.3.1 Review the proposed content and methodology with the person prior to the presentation.
 - 3.3.2 Monitor the presentation to ensure that it conforms to the philosophy, goals and objectives of the school.

Administrative Procedure 220

SCHOOL LIBRARY PROGRAM

Background

An effective integrated library program supported by a wide range of carefully selected learning resources can enhance the learning opportunities for students.

Procedures

1. The Principal shall ensure that the school library provides a comprehensive collections of materials for student use and that meet the following criteria:
 - 1.1 Stimulates growth and knowledge, literary appreciation, aesthetic value and ethical standards,
 - 1.2 Provides information which will allow students to make considered judgments,
 - 1.3 Provides students with a perspective of our Canadian society and its many facets to show clearly the contributions of varied ethnic groups to our social, political, economic and creative life,
 - 1.4 Provides students with a global; perspective,
 - 1.5 Seeks a balance between fiction and nonfiction, and
 - 1.6 Provides for learning resources that enhance Catholic education and are representative of church teachings.
2. The Principal shall ensure that the school library maintains an up-to-date listing of appropriate library selection catalogues.
3. The Principal shall encourage the application of new technology systems and establish procedures for improving the efficiency and effectiveness of the school library program.
4. The selection of learning materials will meet the directions laid out in Alberta Learning Policy 1.7.1, Controversial Issues in Education.
5. The Principal shall ensure that parents, students and members of the community shall have an opportunity to challenge the appropriateness of certain materials in the school library or in the school.
6. In the case of challenged material, the following procedures will be followed:
 - 6.1 The Principal, in consultation with the librarian and appropriate staff members, shall informally review any material that has been challenged. The Principal shall advise the complainant of the results of the review within five days of having received the complaint.

- 6.2 Should the complainant not be satisfied with the decision of the Principal, the complainant shall be advised to complete the request in writing using the Request For Review Of Library Or School Resource form that is included in the forms section of this manual. The Principal shall provide the complainant with a copy of the required form.
 - 6.3 The Principal shall immediately acknowledge the request and within five school days form a review committee consisting of appropriate school staff, parents, students or any other party that may have some expertise to review that material.
 - 6.4 The Committee shall review the material and within 20 days of having been formed decide on whether to retain or reject the disputed material.
 - 6.5 The Principal shall inform the complainant and the Board, through the Superintendent, of the Committee's decision.
 - 6.6 The complainant shall be advised by the Principal of their right to appeal the matter to the Board.
7. The Principal shall immediately advise the Superintendent of any complaints regarding the appropriateness of any material within the school.

Administrative Procedure 230

SCHOOL HANDBOOK

Background

Parents and students should be provided with all of the information required to enjoy a successful school experience and to plan, select and reach personal goals and objectives. A school handbook is one of the most effective means of providing this kind of information.

Procedures

1. The Principal shall ensure that a student handbook is prepared, which would contain at least the following:
 - 1.1 The school's philosophy, mission, vision, goals and objectives
 - 1.2 Information on Board and school policies, guidelines and administrative procedures in regard to:
 - 1.2.1 Attendance
 - 1.2.2 Discipline (rules, regulations and expectations);
 - 1.2.3 Appeals procedures;
 - 1.2.4 Evaluation practices; and
 - 1.2.5 Promotion policy
 - 1.3 Description of the various courses and programs
 - 1.4 General information regarding the school such as the school calendar, fees, list of staff members, timetables, extra curricular activities, and attendance procedures
2. The Principal shall ensure that the school handbook is current and a copy is made available to each student at the time of registration and to any parent that requests one.
3. A copy of the school handbook should also be placed on the school's web site.
4. The Principal shall submit a copy of the school handbook to the Superintendent at the beginning of each school year.

Administrative Procedure 240

PROGRAM EVALUATION

Background

Program evaluation provides necessary information to determine the quality and effectiveness of the educational programs offered throughout the Division. Selected program evaluations will be conducted on a periodic basis to provide information for planning, assessing program effectiveness and ensuring growth as a Christian schooling community.

Procedures

1. The Superintendent shall establish and implement an annual program evaluation plan for the Division.
2. The Superintendent shall determine the manner in which the evaluation of individual programs will be conducted.
3. The major purposes for a program evaluation shall be to:
 - 3.1 Ensure that program objectives and delivery are consistent with student needs;
 - 3.2 Identify program strengths as well as areas requiring improvement;
 - 3.3 Recommend changes to the program components; and
 - 3.4 Determine the extent to which the school exhibits the attributes of an effective Catholic Christian school.
4. The criteria to evaluate program effectiveness shall address the following:
 - 4.1 Adherence to Alberta Learning curriculum guidelines and Division requirements;
 - 4.2 Appropriateness and availability of resources to support program delivery;
 - 4.3 Suitability and variety of learning activities in which students are engaged;
 - 4.4 Degree of integration with other programs;
 - 4.5 Quality of long range, unit and daily plans;
 - 4.6 Articulation between and among grades;
 - 4.7 Provisions made to accommodate individual student needs;
 - 4.8 Suitability of student evaluation procedures;
 - 4.9 Quality of in-service and professional development programs offered in support of program development/implementation; and
 - 4.10 Results achieved by students.