

# INSTRUCTIONAL PROGRAMS AND MATERIALS 200

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**ADMINISTRATIVE PROCEDURE 200**

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**200 ORGANIZATION FOR INSTRUCTION****Background**

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

**Procedures**

The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:

1. Organization of classes,
2. Organization of teacher assignments,
3. Course offerings of the school,
4. The extra and co-curricular programs.

The above outline shall be submitted to the Superintendent of Schools at the conclusion of the first instructional day of each school year.

The Division recognizes that the function of assigning students to classes shall be the responsibility of the Principal in consultation with all staff members affected at that division or instructional level.

It is further recognized that there may be a need to group students in different grades or different courses in the same class. There is to be a maximum of two grades or levels in each class.

**ADMINISTRATIVE PROCEDURE 201**

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**201 SCHEDULING FOR INSTRUCTION****Background**

The Division recognizes that from time to time student program needs may change and a shift in program sequence may be necessary to meet their individual needs. The schools' guidance counselling program shall inform students of these choices.

**Procedures**

A student, by application to the Principal, may request a change in his/her program pattern using the applicable procedure.

1. A student who has achieved a mark of 50% or higher in a given course is eligible to take the next high school course in that sequence.
2. Students are eligible for Math 30, Social 30 and English 30 if they have the prerequisite course of Math 33, Social 33 or English 33 respectively, provided they have received the mark of 65% or higher.
3. A student may move from a lower-level course to a higher-level course at the same grade (e.g., English 13 to English 10) if the student has received a mark of 65% or higher in the lower level course.
4. Where a student is changing from a 10, 20, 30 sequence to a 13, 23, 33 sequence the mark in the 10 or 20 course must be 40% or better.
5. In English and Social Studies, a student is eligible to move from a 13 level course directly to a 20 level course or from a 23 level course to a 30 level course if they have achieved 80% or better in the 13 or 23 level course.
6. A grade 9 student entering grade 10 may only register in English 10, Social 10 and Mathematics 10 if the student has achieved at least a 50% grade in the grade 9 prerequisite course. Any student below 50% shall enter into the 13 level sequence of courses.

**ADMINISTRATIVE PROCEDURE 205**

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**205 BASIC INSTRUCTIONAL PROGRAM****Background**

The Principal shall ensure that the instructional plan of the school(s) provides a level of program suitable to the needs of each student. The Division recognizes that the professional staff in the school division must meet all Alberta Learning requirements. These requirements are outlined in curriculum guides, course outlines and handbooks, which shall be made available to the school staffs through the Office of the Superintendent.

It is also recognized that the basic program for Canadian Rockies Regional Division No. 12 will include a program enriched by our unique environment and reflecting the special expertise of the resources within the community.

A basic objective of the Canadian Rockies Regional Division school system is that its students will receive a coordinated and developmental program of instruction in the areas of human relations, cooperation, government, and civics so as to promote a desire to become a useful and interested citizen of our community.

The Fine Arts (Visual Art, Music, and Drama) are a necessary part of a comprehensive educational experience. It is the philosophy and practice of Canadian Rockies Regional Division No 12. to complement the core subjects with quality fine arts education through all levels of schooling from Grade 1-12.

**Procedures**

Each Principal shall request the appropriate guide outlines and handbooks in sufficient numbers to meet the needs of the staff.

## ADMINISTRATIVE PROCEDURE 206

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### 206 TEACHING ABOUT CONTROVERSIAL ISSUES

#### Background

The Division recognizes that certain controversial subjects must be discussed as a part of the regular school program. The Division, therefore, accepts the Alberta Learning Policy for the Division, which is:

In principle, it is an objective of the Alberta education system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.

#### Procedures

The procedures, based on this principle, are:

1. Students in Alberta classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.
2. Students should have experience in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should:
  - a. represent alternative points of view.
  - b. appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course as stated in the program of studies.
  - c. reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.
3. The Division should establish, in consultation with appropriate interest groups, policies regarding:
  - a. identification of controversial issues.
  - b. treatment of such issues in local classrooms.
4. Students, teachers and administrative staff should have a voice in determining:
  - a. the controversial issues to be studied.
  - b. the texts and other materials to be used.
  - c. the manner in which such issues are dealt with in the classroom.

5. Political proselytization, federal, provincial or municipal, e.g., buttons, posters, speeches, etc. shall be forbidden upon school property except when presented in the classroom as part of the course of studies.

**References:**

Guide to Education: ECS to Grade 12

## ADMINISTRATIVE PROCEDURE 207

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### 207 PATRIOTIC EXERCISES

#### Background

The Division believes that participation in and exposure to patriotic exercises play an important role in the development of good citizenship in students.

#### Procedures

1. Patriotic exercises will be designed to develop:
  - a. An understanding and appreciation of what it means to be a Canadian;
  - b. An awareness of civic rights, obligations and responsibilities; and
  - c. A feeling of pride in our cultural heritage which can flourish in the Canadian Mosaic.
2. The Canadian Flag and the Alberta Flag shall be prominently displayed in each school, particularly in areas where students congregate for special activities.
3. Whenever students are gathered for functions sponsored by the school and if circumstances are amenable (Student assemblies, special events and sporting events), the activity shall be opened with the singing of "O Canada".
4. Each school shall develop procedures and instructional goals, which will involve students and staff to meet the intent of this policy. Schools offering French Immersion are encouraged to teach the anthem in both official languages. Elementary schools will be directed to sing O Canada at least once a week.
5. Remembrance Day will be observed in all schools. Schools will develop activity plans for the day, which includes a ceremony or the observance of silence from 11:00 a.m. to 11:02 a.m. on the school day immediately preceding Remembrance Day.
6. In the event that staff members, for reason of conscience, are unable or unwilling to participate, they shall make it known to the Principal so that alternate arrangements can be made.
7. A student may be excluded from patriotic exercises on receipt by a Principal of a written statement signed by a parent. The student may be permitted to leave the classroom or remain without taking part. Exclusion from patriotic exercises will be without prejudice to any other activities of the school.

## ADMINISTRATIVE FLAG PROTOCOLS

### A. Flags in Schools

1. All schools shall:
  - a. Fly the Canadian flag during the entire school year including public holidays; An exception may be made in the event of severe weather conditions which might damage the flag itself.
  - b. Display the flag of Alberta at the school.

### B. Flying and Displaying a Flag

1. The national flag of Canada should be displayed only in a manner befitting the national emblem; it should not be subjected to indignity or displayed in a position inferior to any other flag or ensign.
2. A flag may be flown on a flagstaff or displayed flat.
3. If a flag is flown on a staff at the front of, or on a platform of an auditorium, it shall be placed to the right of the speaker, and when it is flown in the body of the auditorium, it shall be placed to the right of the audience.
4. If displayed flat, the flag may be hung horizontally or vertically.
5. If hung vertically, the flag shall be placed so that what would be the upper part of the flag when hung horizontally is to the left of someone facing it.
6. If two or more flags are flown or displayed together:
  - a. The flags shall be approximately the same size and shall be flown from separate flagstaffs at the same height.
  - b. The order of precedence is:
    - i. The Canadian flag,
    - ii. The flag of Alberta,
    - iii. iii Other flags.
  - c. When three flags are flown together, the Canadian flag shall occupy the central position, with the flag of Alberta to the left and third flag to the right as seen-by spectators.
  - d. When more than three flags are flown together, the Canadian flag is normally flown on the left of the line of flags as seen-by spectators, with other flags, in order of precedence on its right.
  - e. When more than one flag is flown and it is not possible to hoist or lower them at the same time, the Canadian flag shall be hoisted first and lowered last.
7. Half-mast:
  - a. On official days of mourning, the flag shall be flown at half-mast, the centre of the flag should be half-way down the staff.

- i. When the flag is raised to the half-mast position or lowered from it, it is first raised to full-mast and then lowered.
  - ii. Flags are normally flown at half-mast from the time of notification of death up to and including the day of the funeral.
- b. Flags may be flown at half-mast on any occasion when the flag is being flown at half-mast on local government buildings. Flags are flown at half-mast on public buildings on the death of:
  - i. The sovereign or member of the immediate family of the sovereign,
  - ii. The current or a former governor-general of Canada,
  - iii. The current or a former prime minister of Canada,
  - iv. A federal cabinet minister,
  - v. The lieutenant governor or former lieutenant governor of Alberta,
  - vi. The premier, or former premier, or a cabinet minister of Alberta,
  - vii. A member of parliament or the provincial legislature from an Edmonton riding,
  - viii. A senator from Alberta or
  - ix. The mayor/reeve or a former mayor/reeve within the school district boundaries.
- c. A flag shall be flown at half-mast on the death of a student or staff member, and may be flown at half-mast on the death of an individual associated with the school or community.
- d. The Superintendent of Schools may issue special instructions on other occasions.

**References**

School Act, Section 26  
Remembrance Day Act

## ADMINISTRATIVE PROCEDURE 210

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### 210 KINDERGARTEN PROGRAM

#### Background

The Division believes that Kindergarten should be an integral part of a student's educational experience. The Division is committed to providing high quality kindergarten programming aimed at achieving these ends for students:

1. Promoting the development of active learners.
2. Providing shared experiences in their learning.
3. Developing attitudes, skills and knowledge as a foundation for future learning.

The Division expects its Kindergarten program to form part of a continuum of educational experiences – Kindergarten to Grade 12 (K-12).

The school in consultation with School Council/LAC will set fees for the Kindergarten program annually during the budget process.

#### Procedures

1. As the Kindergarten operator, Canadian Rockies Regional Division No. 12 assumes system administrative responsibility for budgeting, staffing, supervision, provision of facilities, attendance, the school year, and regulations. Where not specified otherwise in these regulations, Kindergarten programs are administered in accordance with existing Canadian Rockies Regional Division No. 12 policies and procedures.
2. As the Kindergarten Coordinator, the Principal is responsible for the administration of the school's Kindergarten program.
3. Opportunities are provided for parents and families to become meaningfully involved in Canadian Rockies Regional Division No. 12's Kindergarten programs. As members of the School Council or through the Local Advisory Committee (LAC), parents are encouraged to become involved in supporting school and kindergarten activities in a variety of ways. This may involve, but not be limited to the following:
  - a. Assisting the teachers and Principal in planning,
  - b. Organizing parent volunteers,
  - c. Assisting in organizing ongoing activities such as snack programs, field trips, fund raising, etc.,

- d. Assisting in obtaining resources and services,
  - e. Assisting in building good communication linkages.
4. Kindergarten programs are staffed within the guidelines of the staffing formula established in the Division's annual budget process. The provision of Teacher Assistants and additional staffing within these guidelines is at the discretion of the Superintendent in consultation with the Principal.
  5. Registration dates to be set annually and will take place before the end of April each year. Students are eligible to register for Kindergarten if their fifth (5th) birthday is on or before December 31. If a child is deemed to have severe special needs then early entrance will be approved subject to appropriate funding and programming availability.
  6. Other entrance exceptions will be at the discretion of the Superintendent. The Superintendent will consult with school based personnel before reaching a final decision.
  7. Program
 

The Kindergarten program is offered to all students and is supported through a Kindergarten grant from Alberta Education as well as a subsidy provided by the Board and involves the following instructional and teacher time hours:

#### Instructional Hours per Student

- ♦ \_\_\_ hours/day x \_\_\_ days = 475 hours
- ♦ Screening, staggered and group entry are part of the total program hours.

#### Professional Teacher Time

- ♦ Parent/Teacher interviews 2/year

#### 8. Program Dimensions

The Kindergarten program offers the following program dimensions in six learning areas:

- a. Language Arts
- b. Mathematics
- c. Community and Environmental Awareness
- d. Personal and Social Responsibility
- e. Physical Skills and Well-being
- f. Creative and Cultural Expression

#### References:

**Policy 1.1.3 Early Childhood Service**

**ADMINISTRATIVE PROCEDURE 211**

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**211 FRENCH IMMERSION PROGRAM**

Canadian Rockies Regional Division recognizes the merits of implementing and maintaining an Early French Immersion Program. The program will be provided at the secondary school level to the end of Grade 9.

Definition: Early Immersion Program refers to a program that begins at the Kindergarten and/or Grade One level.

**Procedures**

1. The French Immersion Program will be implemented as an integral alternative program in the Canadian Rockies Regional Division.
2. The French Immersion Program is intended to encourage the learning of English and French so as to:
  - a. allow all students taking English and French the opportunity of learning these languages for the purpose of communicating effectively in both;
  - b. promote in students an awareness of and an appreciation for Canada's two official languages;
  - c. provide an opportunity to facilitate communication between English speaking and French speaking people.
3. Parents should be provided with information on the French Immersion Program and the necessary counselling to ensure that they, as far as possible, make the best decision about the choice of program for their children.
  - a. In an effort to assist parents in making their decision, arrangements may be made through the school-based administration for the purposes of visiting an immersion class.
4. Immersion students will have access to supports for their learning. This assistance may be offered in English or French, as determined by the school and within the available resources.
5. The French Immersion Program will be accessible as an entry point to any child of age to enter ECS or Grade 1, or at any appropriate grade level with demonstrated proficiency, after assessment by CRPS professional staff.

6. Time allotments for the operation of the French Immersion Program are as follows:

Kindergarten: 100% French

Grade 1: a minimum of 90% French and 10% English

Grade 2: a minimum of 85% French and 15% English

Grade 3: a minimum of 75% French and 25% English

Grade 4: a minimum of 75% French and 25% English

Grade 5: a minimum of 70% French and 30% English

Grade 6: a minimum of 70% French and 30% English

Grade 7: a minimum of 60% French and 40% English

Grade 8: a minimum of 60% French and 40% English

Grade 9: FLA, Science, Social Studies and Mathematics will be offered.

French Immersion students, in their Grade 10 year, will have the choice of taking French 30-I.

- 7.. The Division will endeavour to offer a program which maximizes the grants available. Accordingly, the minutes of instruction in French will be in keeping with guidelines established by Alberta Education.
8. The schools offering French Immersion programs will be called "dual track" schools.
9. The school administration may combine grades to maintain optimal class sizes.

May 17, 2007

**Administrative Procedure 211-1**

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**211-1 FRENCH AS A SECOND LANGUAGE PROGRAM**

Canadian Rockies Regional Division recognizes the merits of implementing and maintaining FSL (French as a Second Language) Program.

Definition: FSL (French as a Second Language) refers to a program of second language instruction within the regular English program. FSL is sometimes referred to as Core French.

**Procedures**

1. French as a Second Language instruction will be offered from Grades 4 to 12.
2. In Grades 4 to 6, this program is mandatory.
3. Beginning in Grade 7, students may choose to continue their study of FSL.
4. The time allotments and program requirements for FSL as outlined by Alberta Education recommendations will be respected.

May 18, 2007

## ADMINISTRATIVE PROCEDURE 212

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### 212 SPECIAL EDUCATION

#### Background

The purpose of Special Education is to provide appropriate educational opportunities for students with exceptional educational needs, both the educationally disabled and the gifted and talented. Special Education implies a commitment to provide special facilities and methods which make it possible for those students who deviate significantly from the average to receive an education commensurate with their potential. Special Education attempts to provide students with exceptional educational needs with learning opportunities which are relevant to their needs. There is a commitment to the proposition that every student should be enabled to learn as much as he or she can and be helped to develop as completely as possible. Students with exceptional educational needs are different from other students in that their learning does not flourish under conventional methods of instruction. Special Education programs recognize this and strive to foster the development of the individual by other means; modifications may be required in programs, facilities, equipment, materials, methods and settings.

The school jurisdiction is responsible for the identification, assessment, referral and appropriate placement of students with exceptional needs within the parameters of divisionally operated programs and personnel expertise.

Integration has been demonstrated to be highly beneficial for most Special Education Programs. In making decisions to provide for the integration of special education students, administrators are expected to determine the individual student's ability to participate in those programs.

#### Procedures

##### Identification

1. Identification of students with exceptional educational needs occurs as a result of formal and informal assessment and observation. As a student comes into contact with a variety of people, the identification of his/her special needs may be made by someone other than school personnel (e.g. parents, family physician, speech and language pathologist, another student, or the student himself).
  - a. As early detection of special needs is desirable, vision and hearing testing will take place at the E.C.S. level.
  - b. At the E.C.S. level, screening for potential learning difficulties will be administered to those students whom the school staffs perceive as having particular difficulties.
  - c. Vision screening will take place at regular intervals throughout the student's school years.

- d. Identification may also occur as a result of administering standardized group achievement tests, which occurs regularly throughout a student's school years.
2. Referrals will be conducted as follows:
- a. Initial referrals will be made by teachers, administrators, guidance counsellors, parents, students, or other professionals aware of a student's special needs (e.g. speech pathologists, family physicians, preschool or day-care directors).
  - b. Parents will be contacted to notify them of the area of concern, either by the classroom teacher or Special Education personnel.
  - c. A parental "permission for testing" form will be forwarded to the Principal for additional comments and signature.
  - d. When the signed "permission for testing" form is returned, the assessment process will begin. In the event that parents refuse permission, they will be made aware of the possible consequences.
  - e. Referrals regarding vision will proceed as follows:
    - i. Referrals will be made to the Public Health Nurse (Mount View Health Clinic) for a vision screening which will take place in the school setting.
    - ii. When difficulties are noted further referral will be made by the Public Health Nurse or Special Education personnel to direct the parents to their family physician. The family physician may then arrange for the student to be seen by an eye specialist.
  - f. Referrals regarding hearing will proceed as follows:
    - i. A referral will be made to the Language and Speech Pathologist (Mount View Health Clinic) for a hearing screening. Any difficulties noted will then be dealt with by the Speech Pathologist in consultation with Special Education.
    - ii. Referrals where appropriate will be made to specialists (e.g. speech and language pathologists, psychologists, DAT Centre - Alberta Children's Hospital, Alberta Mental Health Services).
3. Assessment procedures will be as follows:
- a. Potential special needs students will be further assessed through the use of a battery of individual tests. This will be a battery of individual and achievement tests which varies according to level and identified areas of difficulty.
  - b. The classroom teacher will complete a classroom observation and social adjustment profile.
  - c. A psychological assessment will be completed by a certified clinical psychologist, (who meets the qualification requirements of Alberta Learning). The assessment of intellectual ability will not be necessarily

recommended for every student involved with the Special Education Department. However, when a student has been involved on a long-term basis in a Special Education Program, re-evaluation should take place at least every 2 years.

- d. Depending on a student's needs further assessment may be necessary in areas such as:
    - i. behavior
    - ii. language
    - iii. health and medical condition
    - iv. creativity
    - v. mental and physical development
  - e. Parents will be informed of assessment results and recommendations. A meeting to discuss results, placement and programs may involve the parents, Special Education personnel, and classroom teachers. Depending on the complexity of the assessment, the meetings could also include the psychologist, principal, superintendent, speech and language pathologist and other specialists, (occupational therapist, Alberta Mental Health, Social Services).
  - f. Following the initial assessment process, assessment, both formal and informal, will take place on a continuing basis. Results will be made available to all involved with the student.
  - g. On the basis of all recommendations, a decision regarding placement will be made and an individual program will be designed.
4. The placement procedures will be as follows:
- a. The placement of a student in a Special Education Program will be determined on the basis of the student's special needs.
  - b. The decision whether or not to place a student in a special education program will be made by Special Education personnel in consultation with administrators, teachers and parents.
  - c. Signed parental permission will be required before a student is placed in a Special Education Program, and at the beginning of each new school year.
  - d. Placements will be formally reviewed each two years and less formal reviews will be conducted during each year.
5. Alternative Placements (Out of Province)
- For a few disabled students suitable programs within the province either do not exist or do not have the capacity to accommodate the demand for them. These students must be sent out of the province in order to obtain a suitable education. If the Division cannot provide a special program within the province, it may direct a student to attend a school or institution elsewhere.

For such placements, all decisions regarding out-of-province placements and the payment of fees associated with such placements will be a joint responsibility of the school jurisdiction and the parents.

#### 6. Programming

The school jurisdiction is responsible for the development of an appropriate educational program which will meet the special needs of the student.

- a. An appropriate and adequate program will be provided to meet the special needs of the student identified by the assessment.
- b. Support services which are deemed to be necessary will be provided.
- c. Programs will be consistent with Alberta Learning Programs of Study.
- d. An individual program plan will be developed for each student with special educational needs and kept on file. The plan will be made available to teachers and parents.

Programs will include consideration for age, integration and success experiences.

#### 7. Programs for Sensory Multi-Handicapped Students

Alberta Learning makes provision for sensory multi-handicapped children who require a program of a nature more intense and specialized than that provided through existing special education programs. Sensory multi-handicapped are those children who are visually or hearing impaired and also have another complicating disability, for example, the deaf-blind, the blind-mentally handicapped, the deaf-mentally handicapped. These programs also provide services for children diagnosed as autistic/aphasic. Arrangements have been made with the Calgary Board of Education to provide program services for the southern part of the province.

The school jurisdiction is responsible for the provision of programs for sensory multi-handicapped students.

- a. The special education personnel will make appropriate referrals for a student who is considered to be sensory multi-handicapped.
- b. Application for special funding will be made to Alberta Learning by administrators, in conjunction with Special Education personnel.
- c. Where a special placement outside the school division is required, administrators will make the necessary arrangements in conjunction with Special Education personnel.

#### 8. Parental Involvement

The principles of fundamental justice in Special Education matters provide for parents of a Special Education student to be consulted in all aspects of procedures in the selection, placement, and programming of the student's education.

Some parents might not necessarily wish to become deeply involved in educational planning for their child but the principles of fundamental justice provide that the opportunity for involvement is available to them.

If parents do not agree with their child's placement, they may appeal the decision to the Board in accordance with policy 12.

#### 9. Evaluation - Individual Students

The school jurisdiction is responsible for evaluating the individual progress of students in Special Education Programs.

- a. Student progress will be regularly evaluated in terms of stated objectives (as written in the student's individual program plan). Results will be shared with parents and classroom teachers.
- b. Each student in a Special Education Program will be evaluated at the end of every school year.
- c. Students involved in a Special Education Program will be assessed by the clinical psychologist at least once every two years.

#### 10. External Programs

The school jurisdiction does not accept responsibility for remedial programs or resource materials purchased by parents on a fee for service basis.

### **The Cascade Model of Service Delivery**

The Cascade model of service is depicted as an inverted pyramid which contains eleven administrative plans in Special Education for the disabled, ranging from fully integrated to fully segregated and from a high student-teacher ratio to a lower student-teacher ratio.

1. Special Education materials and/or aide only. Regular day class. Higher Student-Teacher Ratio
2. Special Education materials plus special education consultative Integration services to teacher. Regular day class.
3. Itinerant or school based tutors for special education. Regular class.
4. Regular class plus resource room and teacher services.
5. Regular class plus part-time in special class.
6. Full-time special class plus integration where possible.
7. Combination of regular and special class. No academic instruction in regular class.
8. Special day school.
9. Special boarding school or residential facility.

10. Hospital school  
instruction. Lower  
student-teacher  
ratio.

11. Home Instruction.  
Segregation.

**References**

Section 45, 47, 48, School Act

Policy 1.6.1 Educational Placement of Students with Special Needs

Policy 1.6.2 Special Education

## ADMINISTRATIVE PROCEDURE 213

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### 213 PROGRAMS FOR PHYSICALLY HANDICAPPED STUDENTS

#### Background

Whenever it is feasible and perceived to be in a child's best interests, the Division will endeavour to integrate a physically handicapped child into regular classes and programs.

The Division is aware that certain physical handicaps place a child at risk when pursuing a regular program. Therefore, in the interests of safety, the Division may require certain procedures to be complied with as a prerequisite to the admission and continuing attendance of some physically handicapped children.

#### Procedures

1. In cases where the Division is unable to give reasonable assurance to the parents that the child is not at undue risk in a regular school setting, the Superintendent may excuse the child from attendance at school. In such cases, the Division, in consultation with the parents or guardians, will make every effort to ensure that alternative means are pursued for the education of the child.
2. The Division recognizes its obligation to try to provide educational opportunities for all children in its jurisdiction and, further, to require its staff to take all reasonable precautions for the physical safety and well-being of children.

However, the Division cautions parents and guardians that there are limitations to the care which can be given to some physically handicapped children in a school setting because of:

- a. The activities and movement required by a regular program.
- b. The number of children for whom a teacher is responsible as compared with the one to one relationship of a parent or guardian at home with a child.
- c. The possible absence of physical amenities, equipment or furnishings which may exist at home, but not in the school, or not everywhere in the school.

For these reasons, the Division invites the parents or guardians of physically handicapped children to consider the physical well-being of the children during school hours as a joint school-parent or guardian responsibility.

3. The Division will regard the continuing attendance of physically handicapped children as an indication of continuing parental or guardian endorsement of such measures and procedures as the school has implemented to ensure the physical safety and well-being of the handicapped child.

4. A copy of this administrative procedure will be given to all parents or guardians of physically handicapped children, who will be invited to discuss any concerns with appropriate staff and/or the Division.
5. A full report of the potential hazards to which the child is prone will be placed on file and all relevant staff will be fully briefed.
6. The need for special equipment will be researched and, where considered feasible by the Division, acquired.
7. The need for aides will be explored and, when judged advantageous and where such personnel can be supported by Program Unit or other grants, the hiring of suitable staff will be considered by the Division.
8. Appropriate procedures to reduce risk of injury will be drawn up and implemented.
9. The advice of parents and relevant professionals will be sought and documented.
10. The Principal will review Safety procedures on a regular basis.
11. The agreement to procedures by parents or guardians will be sought and documented, following consultation or case conferences.
12. Parents or guardians will be invited to visit classes to monitor and endorse the implementation of approved procedures.

**References**

Policy 1.6.1 Educational Placement of Students with Special Needs

## ADMINISTRATIVE PROCEDURE 214

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### 214 PROGRAM UNIT FUNDING (PUF) ADMINISTRATION

#### Background

The Division shall accept the responsibility of PUF administration if requested and deemed appropriate and within the abilities of its staff and service expertise. The Division adheres to the document Standards for the Provision of Early Childhood Special Education in the administration of special education for children who are eligible under *Early Childhood Services Policy 1.1.3*.

PUF is provided for children with severe disabilities/delays who require additional support beyond that offered in a regular ECS program. Funding is provided for individualized programming that meets the educational needs of children with severe disabilities/delays who are at least 2 years, 6 months of age and less than 6 years of age on September 1. PUF may be paid for a maximum of three years for each eligible child.

#### Identification

The Division collaborates with local paediatricians, Community Care and family doctors in the early identification of children with special needs. The outside agencies will identify students through their screening/specialized assessments and contact the Division PUF teacher/coordinator to determine eligibility for PUF funding.

#### Assessments

Assessment should involve a team approach that includes the child's family, teachers, paraprofessionals, and often, medical and child development specialists.

Once identified, the Division obtains written, informed consents for specialized assessments and/or referrals from the parents. This document is placed in the child's records, and in cases where parents have not consented to specialized assessments or referrals, the actions undertaken by the school authority to obtain consent and/or the reasons for referral are clearly documented.

Specialized assessments may be carried out by specialists employed by the Division, contracted specialists or private agencies independent of the school authority. The Division accepts the responsibility of ensuring ongoing informed consent for referral, specialized assessment and eligibility. The assessments should include written reports that contain the interpretation of results and programming recommendations that are to be shared with the parents and teachers of the child.

## **Coordinated Services**

Children with disabilities/delays often have special education needs that cross multiple disciplines. An integrated working plan is developed by taking into consideration the knowledge and expertise of each of these disciplines. The Division accepts the responsibility of accessing these services through Alberta Education funding to ensure appropriate programming is provided that directly support the goals and objectives of the working plan- the Individualized Program Plan (IPP).

The Division ensures the services are delivered in the school setting in a coordinated effort which reflects direct support of the educational goals and needs identified in the IPPs. The support service experts provide staff, and where possible, parents with training and support necessary to implement programming suggestions and health-related support services. The IPPs should indicate the type, frequency and format that the coordinated services are to be provided.

Planning and implementation of educational programming for PUF children with specialized needs requires the documentation of accurate, comprehensive and well-organized records. These records must include:

- Accurate personal information that is necessary and relevant to the effective delivery of special education programming
- Contacts with other disciplines
- Written specialist reports
- Name of any formal intellectual, behavioural or emotional assessment, summary of the results of the assessment, recommendations, date of the assessments and name of person who administered the assessment
- IPPs
- Progress reports
- Budget accountability

## **Professional Standards**

Teachers working with PUF children hold a professional certificate. With assistance of other members of the learning team and access to professional development, teachers identify and accommodate the learning needs of those children with disabilities/delays requiring specialized programming.

Teaching Assistants are under the direction of designated PUF teachers. They are provided with inservices and training to assist in the delivery of health-related support services. The Teacher Assistant shall be considered an employee of the division.

## **Individualized Program Planning (IPP)**

The Division ensures that once assessments are completed and the student is deemed eligible for PUF programming, an IPP is developed. The designated PUF teacher is accountable for the development, implementation, monitoring and evaluation of programming of the IPP, in collaboration with the learning team, including parents and

other professionals from other disciplines. Parents sign the IPP and are provided with ongoing feedback during regularly planned IPP meetings.

The IPP goals and objectives reflect the assessment results and programming recommendations. The programming is individualized and adapted for special needs children based on ongoing evaluations. Whenever possible, instruction on IPP goals and objectives are embedded within activities and taught across environments. The IPP should identify the number of centre-based hours, the number of family-oriented programming sessions provided, and the setting where programming takes place.

### **Program Monitoring and Evaluation**

The Division monitors the enrolments of children with special education needs, expenditures related to special education programming and services, and maintains current records demonstrating that children are receiving the levels of programming and services identified in their IPPs.

The Division has established a survey that looks at percentage of parents who are satisfied with their involvement in their child's education and the progress towards achieving IPP goals.

### **Transitions**

The designated PUF teacher will work closely with the Kindergarten/Grade 1 teachers to ensure transition into the divisional school system. A review of achievements relative to readiness for learning will be done to determine future programming. The learning team, including parents and designated specialists, will work together to determine level of programming and services to be provided to ensure a seamless transition.

### **Appeals**

The Division has the responsibility of working with families to provide appropriate educational programming for special needs children. The Division will make every reasonable effort at both program and school authority level to resolve concerns collaboratively with parents. The Division adheres to School Act policy, advising parents of the right to appeal a decision they are not in agreement with.

Approved: June 2007

## ADMINISTRATIVE PROCEDURE 215

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# 215 PROGRAMS FOR GIFTED & TALENTED STUDENTS

### Background

The Board recognizes the importance of providing appropriate educational experiences and/or services for gifted and talented students. In so doing, it supports the concept that every child has a right to the opportunity to become educated to his or her level of ability. Gifted and talented pupils are considered those who, by virtue of outstanding abilities, are capable of exceptional performance. These are children who require differentiated provisions and/or services beyond the regular school program to realize their contribution to self and society. Children capable of exceptional performance include those with demonstrated achievement and/or potential in one or several areas:

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. visual and performing arts
5. leadership ability
6. psychomotor ability

as defined in Alberta Learning Resource Manual for Teachers.

### Procedures

#### Delivery Modes

The choice of program delivery modes can be unique to each situation and, therefore, a variety of systems may be employed. The Division asks, however, that the policy and procedures for the introduction of innovative approaches be followed in order that activities might be coordinated. Where grouping occurs, it must be evident that gifted students are benefiting socially from age peers as well as intellectually from peers at their level of education. The recognized modes which may be utilized in education plans would include the following but would not necessarily limit the possibilities:

1. provisions within the regular classroom
2. grouping gifted students in a regular classroom
3. provisions within a regular classroom with help from a specialist teacher

4. partial or complete pull-out arrangements
5. extra credit/special projects
6. programs outside the school day or year.

#### Supporting Strategies

The supporting strategies, which might provide assistance in the various modes of delivery, would include:

1. Resource room
2. Mentorships
3. Independent study
4. Acceleration
5. Extra challenge classes or advanced placement
6. Enrichment
7. Blended programming

Regardless of the modes of delivery and supporting strategies which are presented for approval, the Division insists that adequate procedures for identifying gifted and talented students are utilized and recommended programs are financially and fiscally reasonable in view of the limited resources available.

#### **References**

Policy 1.6.2 Special Education

**ADMINISTRATIVE PROCEDURE 216**

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**216 PROGRAMS FOR DISADVANTAGED STUDENTS**

The Division recognizes that, from time to time, it may have students in its schools that are considered disadvantaged because of social, economic or language deficiencies. The Division accepts responsibility to assist in providing program opportunities within the capabilities and scope of the school setting.

**ADMINISTRATIVE PROCEDURE 217**

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**217 PROGRAMS FOR PREGNANT STUDENTS**

The Division recognizes that, from time to time, certain students may become pregnant. Further, while the Division supports the continuation of the student's education, it does not have the facilities to properly meet the material needs of the student. Further, the Division will accept the tuition of correspondence courses which the above student may enroll in, on the provision that reimbursement follows successful completion and passing of the course(s).

## ADMINISTRATIVE PROCEDURE 218

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### 218 OFF-CAMPUS EDUCATION

#### Background

The Canadian Rockies Regional Division supports the philosophy that students should be given the opportunity to participate in meaningful work, and to develop acceptable work habits in the work places of the community.

#### Procedures

1. Off-Campus education includes work-study, work experience, registered apprenticeship programs and co-operative education/youth internship programs.
2. Off-Campus education shall be carried out under the supervision and guidance of a teacher.
3. Students shall be evaluated by the supervising teacher. The means of evaluation, as approved by the Principal, shall be conveyed to the student and the employer.
4. Excluding the Registered Apprenticeship Program, the supervising teacher shall specify learner expectations for each student in consultation with the employer.
5. Off-Campus education shall include an "in-school" job orientation and debriefing component to facilitate the development of knowledge, skills and attitudes the student must acquire in order to enter, adjust and advance in a career.
6. The annual "Application for Approval of Work Sites/Stations" and the "Agreement for Off-Campus Education Program" signed by all parties (employer, student, parent/guardian and the teacher-coordinator) shall be on file at the school before students are placed in work sites/stations.

(Note: Protection under the Worker's Compensation Act and the Board's liability is not in effect, nor are employers exempt from paying the minimum wage, until the Application for Approval of Work Sites/Stations is approved.)

7. The working hours for senior high school work experience students are restricted from 7:00 a.m. to 10:00 p.m. (Refer to Off-Campus Education Guide for detailed specifics.)
8. The supervising teacher shall monitor the program by contacting the work site/station at least once a month over the period of the off-campus placement. The

Principal and the supervising teacher shall ensure that adequate supervision is provided for students in work-study sites/stations.

9. In the case of a Worker's Compensation Board (WCB) claim, the off-campus education teacher shall submit the necessary forms to the Superintendent. The Superintendent will insert the Alberta Learning Account Code, 345912/6, then submit the forms to WCB plus a copy of the approved "Approval of Work Sites/Stations" to Policy Unit, Curriculum Standards Branch, Alberta Learning, for processing and filing with the Worker's Compensation Board.

**References**

Off-Campus Education policy 1.4.3

**ADMINISTRATIVE PROCEDURE 219**

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**219 STUDENT OUTREACH PROGRAM****Background**

The Division believes that it has a responsibility to provide an alternative to the regular senior high school program for those students unable to pursue their studies in a traditional school setting. Though students will initially commence their program in an alternative setting, they will be encouraged to enter a regular program at an appropriate time. The goal of the program is to enable students and adult students to work towards meeting the requirements leading to a high school diploma. Accordingly, the Division supports the establishment of a Rocky Mountain Advancement Outreach Program.

**Procedures**

1. Students registered with the Outreach program shall be assigned to that school/program.
2. As soon as they are able, students registered with the Outreach Program will be encouraged to return to regular instruction.
3. The student's right of participation in the Outreach Program can be terminated for failure to comply with program expectations.
  - a. High school students applying for the program must be out of school and may re-enter that school in combination with the Outreach program upon recommendation of the school principal and the Outreach Program staff
  - b. All students registering in the Outreach program must complete Part B of the application form after the Principal has completed Part A. These forms are to be submitted to the Outreach Program prior to any interviews for admittance.
  - c. Outreach students are expected to complete the minimum of two courses per semester.
  - d. Outreach students are encouraged to return to regular and alternate high school programs as soon as they are ready. Some students may stay in the Outreach Program to complete their high school diplomas.
  - e. The Division may establish operational guidelines and student/parent expectations/responsibilities regarding the program.

**References**

Sections 8, 21, 60, School Act  
Policy 1.1.4 Outreach Programs

## ADMINISTRATIVE PROCEDURE 220

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### 220 HOME EDUCATION

#### Background

The Division recognizes a parent's right to choose home education as an alternative for their child's education. It shall be the responsibility of certified central office staff to assess that the knowledge, skills, and attitudes being taught are sufficient and that student achievement meets the standards acceptable to the Minister. The Superintendent of Schools is authorized to approve, supervise and evaluate home education programs under Section 29 of the Alberta School Act and Alberta Learning Regulations.

#### Guidelines

1. Parents who wish to enroll their child(ren) in a home education program shall provide notification to the Superintendent of Schools on the appropriate form prior to the commencement of the home education program.
  - a. except in special circumstances, parents shall initiate home education programs prior to September 30<sup>th</sup> of the school year.
  - b. parents who enroll students after the September 30<sup>th</sup> date may be responsible for program costs.
2. In consultation with Canadian Rockies Regional Division home education staff, parents shall ensure that the home education being proposed and offered, meet Alberta Learning program and evaluation requirements.
3. Canadian Rockies Regional Division home education staff shall endeavour to provide helpful assistance to parents and students.
4. Canadian Rockies Regional Division home education staff shall conduct two home visits per year. The purpose of home visits are:
  - a. to offer program/resources advice to the parent.
  - b. to assess student learning; based on the perusal of student work completed, a review of the course outline and objectives and the reviews of parental assessment.
  - c. the first assessment/visit shall be in the fall and the second in the spring. (the student must be present during the staff's home visit).

5. Funding for home education programs shall be determined annually through the Board budget process.

Funding shall be provided for:

- a. instructional materials or resources related to the home education program.
  - b. to pay for private or small group instruction (e.g. swimming or language instruction).
  - c. parents will be reimbursed based on the submission of paid receipts.
  - d. a parent may not use grants for personal remuneration or to pay travel cost or other costs usually required to be paid by the parent of a student enrolled in school.
  - e. Additional funding shall be available for students enrolled in ADL courses, in such instances the Board shall cover the entire program costs charged by ADLC. (Parents may be responsible for the cost of textbooks or other resources for students enrolled in Alberta Distance Learning Center programs).
6. The Canadian Rockies Regional Division will endeavour to provide reasonable access for home education students to resources available to other students such as school facilities, school programs, libraries and counseling services, etc. if these services can be scheduled.
  7. The Canadian Rockies School Division may terminate a home education program, in writing, at any time and direct the student to a school operated by the Division if the following requirements have not been met:
    - a. the student fails to meet an acceptable level of achievement, or
    - b. the home education program does not meet Alberta Learning program requirements.

#### **References**

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

**ADMINISTRATIVE PROCEDURE 221**

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**221 ENGLISH AS A SECOND LANGUAGE****Background**

The Division will provide instructional programs for students who, having recently arrived in the province, require special assistance in learning English as a Second Language so that they can follow instruction in English.

**Procedures**

In developing and maintaining programs for students for whom English is a second language, the Division will rely on the advice of Alberta Learning Consultants and the practice of major providers of such programs as the Calgary Board of Education.

Programs will be kept on file and continuously updated in the light of current research and practice.

The Division accepts a target date of two years to achieve the complete integration of students into the regular program.

In-service will be provided for teachers who have been assigned responsibility for teaching English as a Second Language.

The Division will invite Alberta Learning to monitor and advise on such programs in English as a Second Language as it may be offering. The Superintendent will monitor students involved and advise the Board on the progress of the plan and the financial implications.

**References**

Section 9, School Act  
Policy 1.5.1 English as a Second Language

**ADMINISTRATIVE PROCEDURE 222**

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**222 COUNSELLING AND GUIDANCE****Background**

The Division recognizes that counselling services play a necessary role in providing a total educational service to students. The Division further recognizes that counselling is a specialty field and that teachers employed in these positions require specific training.

Qualifications are attached

**References**

**Alberta Education Guidance and Counselling policy 1.6.3**

**Approved: June 2007**

## ADMINISTRATIVE PROCEDURE 222

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### Qualification of Guidance and School Counsellors

The Canadian Rockies Public Schools recognizes the significance of the role of the trained counsellor in providing effective and comprehensive school guidance and counselling to our students. The school guidance and counselling program would involve an appropriate balance among professional school counselling services, the teacher as student advocate, and school - interagency collaboration.

The Canadian Rockies Public Schools has established desired qualifications for professional training, teaching experience, and personal qualities for school guidance and counselling professionals.

1. The school guidance and counsellor shall meet the following criteria:
  - a. The school counselor is a certified professional teacher
  - b. The teacher must have completed 3 years of successful classroom teaching experience
  - c. The teacher must have completed a professional graduate level program related to guidance and counselling including a practicum at the post-Bachelor's Degree. A Master's Degree related to Guidance and counselling is preferred.
  - d. The teacher must demonstrate the ability to provide counselling, consulting and coordinating with students, parents and staff.
  - e. The teacher should demonstrate specific skill, knowledge and professional attitude competencies.
  - f. The teacher is aware of his/her own level of professional competence and represents it accurately to others.
  
2. In exceptional cases, when an employee who is hired as a school guidance counselor does not fully meet these qualifications, the following regulations shall apply:
  - a. The teacher/employee will receive a letter from the Superintendent, indicating that the appointment to that position is for a period not longer than one school year.
  - b. After a period of one year, the teacher/employee must show evidence to the Division, of having enrolled in a professional program relating to guidance and counselling. This program should consist of a minimum of four (4) full course equivalents including a practicum at the post-

Bachelor's Degree level. At least one the courses must be In the area of career counselling.

- c. If the teacher/employee does not show evidence of enrolment in such a program, the guidance and counselling position must be relinquished.
- d. The teacher is expected to complete the graduate level educational program within four (4) years of the initial assignment to a counselling position.
- e. Principals will review the educational qualifications of their guidance and counselling staff on an annual basis.
- f. Division personnel responsible for guidance services will annually review the qualifications of counsellors who are working towards completion of the minimum qualifications.
- g. The teacher/employee will forward annually to the Superintendent, documentation such as transcripts indicating successful completion of course work leading toward the minimum qualifications.

**Approved: June 2007**

**ADMINISTRATIVE PROCEDURE 223**

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**223 FAMILY LIFE EDUCATION****Background**

The Division authorizes the schools to offer Family Life and growing and development education as part of the ongoing curriculum of the school. The Division also recognizes a parent's right of supervision in these areas and therefore their right to request their child not attend such classes

**Procedures**

The Superintendent shall approve all curriculum materials, the program design, and shall guarantee that all instructional personnel and resource personnel involved in instruction are suitably qualified.

**References**

Human Sexuality Education Directive 4.1.2

## ADMINISTRATIVE PROCEDURE 224

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### 224 DRIVER EDUCATION

#### Background

The Canadian Rockies Regional Division supports the concept of Driver Education for qualifying persons in the community.

#### Procedures

1. The Division will cooperate with the A.M.A. in providing Driver Training programs.
2. The Division will provide classroom facilities, and audio-visual equipment free of charge provided a reduced fee, approved by the Superintendent, is charged registered students of the Division.
3. The Division will approve in-car training during the regular school day if parent permission, and Principal approval have been obtained.

#### References

Section 60, School Act

## ADMINISTRATIVE PROCEDURE 225

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### 225 ENVIRONMENTAL LITERACY

#### Background

The Canadian Rockies Regional Division is committed to providing leadership, in conjunction with other levels of government, in improving and protecting the quality of the environment. The goal is to develop an environmentally literate student.

Environmental literacy is defined as the capacity to perceive and interpret the relative health of the environment and take appropriate action to maintain, restore, or improve the health of the environment. Environmental education is defined as an integrated educational program embedded within the K-12 curriculum, which will promote environmental literacy in all students.

To this end, the Canadian Rockies Regional Division acknowledges the past initiatives in Environmental Education and requires that ongoing action be taken to further assist students and staff to continue to understand environmental needs and issues and to respond to them effectively. "Environment", in this document, is taken to mean all that surrounds us: the natural, the cultural, the social, the political, the physical, the non-material, everything. Such action will be taken in cooperation with other government agencies, private organizations, business and industry, and the community.

The Canadian Rockies Regional Division requires that environmental stability and impact will be considered carefully in decision-making, and that concern for the quality of the environment will be reflected in the daily activities and decision-making of students and staff. As Aldo Leopold stated, "Before we can teach children, we have to give them a reason for learning; the reason being to become part of the world; thinking it together rather than to pieces."

#### Procedures

1. It is expected:
  - a. That the actions of students, staff and administration will reflect concern for improving and protecting the quality of the environment; and
  - b. That action will be taken to the greatest extent possible by teachers, principals, and all other persons in leadership positions to help students and staff develop knowledge, skills and attitudes which encourage behaviour and decision-making that is environmentally responsible and sustainable.
2. Principals and other persons in leadership positions will assign responsibility for environmental programs to specific curriculum areas. Each school shall establish an environmental education committee. Environmental education is a life-long learning process which seeks to develop students who are aware and concerned

about the environment and its associated problems, and who have the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward solutions of current problems and the prevention of new ones.

3. Action taken by school and non-school staff will include managing and operating the division in the most environmentally friendly way possible. Major component areas of an environmentally responsible division will include:
  - a. Waste Reduction and Recycling
  - b. Environmentally Responsible Purchasing
  - c. Toxic Management
  - d. Energy and Water Conservation
  - e. Transportation Reduction
  - f. Borrowing over Buying: Expanded Library Use; Equipment Sharing
  - g. Facilities and Habitat Enhancement
  - h. Environmentally Ethical Fundraising
  
4. Schools will:
  - a. Ensure that aspects of curriculum relating to environmental topics and issues are implemented. Teachers should be encouraged and recognized for innovative and creative integration of environmental topics in any curricular area.
  - b. Organize activities for students and staff directed at promoting awareness and understanding of environmental issues, and taking positive action in the classroom, school and community, for the benefit of self, others and the environment. Examples could be:
    - i. Anti-litter campaigns
    - ii. Workshops and conferences
    - iii. Formation of "Environmental Clubs"
    - iv. Active participation in environmental week
    - v. Field studies, including studies to natural areas
    - vi. Environmental and Outdoor Education programs (Policy/Regulation Educational Excursions and Outdoor Education).
  - c. Provide staff with professional development programs directed at:
    - i. Environmental understanding.
    - ii. Incorporating environmental literacy into instructional and extra-curriculum activities.
    - iii. Reflecting environmental values in building and landscaping design which encourage out-of-class learning experiences.
  
5. The school administration will:

- a. Advocate the educational goal of environmentally literate students by the infusion of environmental awareness, understanding, and action skills development.
  - b. Make provision for staff development and planning programs devoted to the environmental education process and content.
6. The Supervisor of Facilities is required to reflect responsible environmental values in the design, operation, and maintenance of Division facilities.
7. A directory of environmental programs is to be coordinated by Library personnel and maintained in the appropriate Canadian Rockies Regional Division libraries.
8. An Environmental Literacy Committee is to be established as follows:
  - a. Establishment of the committee will be the responsibility of the Superintendent. Membership will include teachers, administration, community members, and others working in partnership with the schools.
  - b. Functions of the committee will include coordination of the following:
    - i. Environmental programs in the school and community.
    - ii. Exchanges of ideas and information with interested individuals and agencies.
    - iii. Compile documentation of environmental education programs already in place within the school of the Division to ensure integration and articulation of these programs throughout the school division.
  - c. Develop a resource guide of: a) print; b) human; c) cultural; d) natural resources; and, e) curriculum.
    - i. Establish such sub-committees as deemed necessary to implement this policy.
    - ii. Develop, review, evaluate, and monitor the implementation of environmental literacy.

**ADMINISTRATIVE PROCEDURE 226**

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**226 TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO****Background**

The Division recognizes its responsibility to provide information about the dangers of the use of alcohol and tobacco as well as the abusive use of drugs. The Division also recognizes a parent's right of supervision in these areas and therefore their right to request their child not attend such classes.

**Procedures**

The Superintendent shall approve the design of programs in this area offered by staff or suitably qualified resource personnel.

**ADMINISTRATIVE PROCEDURE 227**

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**227 INTRAMURAL PROGRAMS****Background**

The Superintendent expects that provisions will be made by the administration and professional staff to organize and implement an intramural activities program. The emphasis of this program will be on participation rather than high-level competition.

**ADMINISTRATIVE PROCEDURE 230**

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**230 ALBERTA DISTANCE LEARNING****Background**

Canadian Rockies Regional Division recognizes that, in some instances, students may not be able to access specific courses to complete their High School Program. On the recommendation of the Principal and under his/her signature, the Division authorizes students to participate in the Alberta Distance Learning Program.

**Procedures**

1. The student shall be responsible for all fees associated with the program unless excused by the Superintendent. However, upon successful completion of the Alberta Distance Learning program, the student shall be eligible to apply for reimbursement of the cost of the program and materials.
2. In all cases, the student shall apply in writing to the Secretary-Treasurer, providing evidence that the final examination has been written.

**ADMINISTRATIVE PROCEDURE 231**

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**231 HOMEBOUND INSTRUCTION****Background**

The Division recognizes that, from time to time, because of lengthy illness, accident or other disorder, a student may be confined to his home or in hospital for extended periods of time. In such cases, the Division realizes that the student's educational instruction may be curtailed and may offer assistance as approved by the Superintendent of Schools.

**Procedures**

1. Parents so affected shall apply in writing to the appropriate Principal. The Principal shall forward the request for assistance, with his/her recommendation, to the Superintendent of Schools for his/her consideration.
2. Chronic Illness: Upon the recommendation of a physician, the Principal may, with approval of the Superintendent, provide up to three half-days per week of home or hospital tutorial at the request of the parent. (The tutorial instruction shall be under the direction of the school and this consultation process shall form part of the above time allocation.)
3. Accidental or Temporary Illness: Upon the recommendation of a physician and following five consecutive school days of confinement and upon application by a parent, the Principal, with approval of the Superintendent, may provide up to three half-days per week of home or hospital tutorial. (The tutorial instruction shall be under the direction of the school and this consultation process shall form part of the above time allocation.)

## ADMINISTRATIVE PROCEDURE 235

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### 235 ADULT EDUCATION PROGRAMS

#### Background

The demands of modern society accentuate the need for each adult to have a basic education. Basic education assists adults to become self-supporting and productive contributors to society.

The Division supports programs that assist adults in the acquisition of basic education.

#### Procedures

1. The Division will provide instruction to adults in regularly scheduled classes at the Senior High School level.
2. The Division will access government grants or charge fees to defray the cost of providing instruction.
3. Career counselling and advice on course selection and enrolment requirements for post-secondary institutions will be provided to the extent that time and resources permit.
4. The Division may assess each adult student in attendance a tuition or materials fee.
5. The Division will consider as candidates for enrolment in our extension program persons classified as mature students by Alberta Learning.
6. In making judgments on the enrolment of mature students the Senior High School Principal will be guided by the following criteria:
  - a. Current size of class in subject area requested.
  - b. Maturity and academic level of regular students enrolled in the course requested.
  - c. Counselling reports on needs of the mature student concerned.
  - d. The needs and requirements of regular students for whom the Division has a prime responsibility.
  - e. The overall well-being of regular students.

7. Adults may be enrolled in courses offered by the school provided that they accept the rules and policies of the school.

**References**

Section 8, School Act

## ADMINISTRATIVE PROCEDURE 240

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### **240 CO-CURRICULAR AND INTERSCHOLASTIC PROGRAMS**

The Division supports and encourages the planned development of various suitable co-curricular and interscholastic programs which involve the professional staff and students and/or parents.

The Division recognizes the value of providing the opportunity for students to seek a level of athletic competition beyond the intramural program. Further, the Division supports the concept of developing athletes who compete with other schools in an individual or team event, in those sports sanctioned by the Alberta Schools Athletic Association.

The Superintendent expects that the coaching and management of such teams will be, first and foremost, the responsibility of the professional teaching staff. Community coaching, under the supervision of assigned professional staff, is an acceptable alternative.

## ADMINISTRATIVE PROCEDURE 250

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### 250 BASIC LEARNING RESOURCES

#### Background

Alberta Learning, through the Learning Resources Distribution Centre, (formerly known as the School Book Branch) identifies and makes available those basic and recommended resources for grades K - 12. These materials are made available to eligible school authorities at various discounts depending upon usage.

The Division will endeavour to utilize the Learning Resources Distribution Centre to supply basic and recommended learning resources for instruction in grades K - 12.

1. "Basic" replaces the term "prescribed".
2. "Learning Resources" replaces the term "texts" and refers to all print, non-print and courseware/software material that has been authorized by Alberta Learning as "basic", "recommended" and/or "supplementary".

#### Procedures

1. The Learning Resources Distribution Centre identifies basic and recommended learning resources in their Buyer's Guide.
2. An up-to-date Buyer's Guide should be maintained in each Principal's office.
3. Basic Learning Resources shall be made available on a free loan or a non-profit rental plan. (This is necessary in order that the Division qualify for Learning Resources Distribution Centre discount).
4. Purchases of all basic and recommended learning resources shall be done through the Learning Resources Distribution Centre if possible.
5. Such basic and recommended learning resources shall be made available to students grades K - 12 as class sets or under a non-profit rental plan.

## ADMINISTRATIVE PROCEDURE 251

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### 251 SCHOOL LIBRARIES

#### Background

Students should have access to an effective school library program, integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta, the Division's Educational Plan and complementary programs devised at the school level.

#### Procedures

1. School library programs should be integrated with the goals and objectives of the schools' instructional program as set forth in the statement, The Goals of Basic Education for Alberta, the Division's Educational Plan and the complementary educational plans of particular schools.
2. Library programs should be developed and implemented to meet and preferably to exceed the recommended minimum standards for school libraries as set forth by Alberta Learning.
3. The development, implementation and assessment of school library programs is the responsibility of the Division.
4. Advantage will be taken of Alberta Learning's consultative services in the Division's efforts to maintain quality, and to develop, implement and assess school library programs.
5. A School Library Committee will be established.
6. In a continuing program to maintain and improve library services advantage will be taken of Alberta Learning's assistance. This assistance includes government endeavours designed to:
  - a) Develop, produce and distribute to schools and school systems recommended models for an integrated school library program.
  - b) Include in each subject area curriculum guides for new or revised programs, where relevant, and suggestions and activities for integrating the library program with the goals and objectives of the curriculum.
  - c) Distribute lists of learning resources that are correlated with the programs of studies and which are suitable for school library acquisition.
  - d) Make available to schools and school systems descriptions of existing school library programs which illustrate effective library program development and implementation.

7. The library committee will develop statements of goals and objectives of school library programs specifying how the schools intend to implement board policies, guidelines and procedures.
8. Principals, teacher-librarians, and school staff, should plan the integration of the library program with the instructional program of the schools.

## ADMINISTRATIVE PROCEDURE 252

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### 252 CURRICULUM RESEARCH AND INNOVATIVE INITIATIVES

#### Background

The Division recognizes the need for upgrading, adapting and modifying the school program to meet local needs and standards. The Division encourages its professional staff to assist in research and development to improve various aspects of the curriculum in order that the most efficient and effective programs of instruction may be current in the schools. The approval of the Superintendent must be received in all cases where innovations and implementations will result in significant changes in programs or program delivery.

The Division also wishes to encourage staff, parents' groups and individuals to continue to develop alternative and/or innovative organizational structures to deliver education. The purpose of these innovations should be to improve student learning and/or improve the teaching environment. Similarly, the Division would encourage the development of alternative or innovative programs, courses or units of courses. It recognizes it has a responsibility to maximize, within the resources available, the environments and resources necessary to enhance student learning.

#### Procedures

1. Interested groups or individuals should initially prepare a proposal for consideration.
2. The proposal should be filed by the Principal with the Superintendent of Schools, who will
  - a. advise the Board of Trustees of receipt of the proposal
  - b. refer the proposal to various administrative personnel where applicable
  - c. refer the proposal to Alberta Learning for comment
  - d. return the proposal to the author(s) with comments and recommendations
3. Should the comments and recommendation(s) be favourable the author(s) shall
  - a. present the proposal to other staff members who will be involved or affected for their consideration, comment and approval
  - b. assuming the proposal affects the learning procedures or organization of a student group, class, or school the Principal shall present the proposal to the School Council for consideration, comment and advice

4. The Superintendent of Schools shall bring the proposal forward to the Board of Trustees with comments and recommendations for consideration and decision.
5. The proposal should include a clear statement of expected outcomes, an outline of indicators that will show the purpose(s) have been achieved and a time line showing the length of time required from the date implementation to the reporting of outcomes to the Superintendent.
6. The Superintendent of Schools shall decide whether students should be consulted in regard to the proposal.
7. The Division recognizes the professional expertise of its Superintendent and subordinate professional staff in the selection, adapting and adopting of a suitable curriculum that best meets the needs of the Division's students and will accept recommendations from the professional staff.

## ADMINISTRATIVE PROCEDURE 253

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### 253 PILOT PROJECTS

#### Background

The Division recognizes that, from time to time, new programs and materials are in need of being piloted. The Division encourages the professional staff, through consultation with its Superintendent, to become involved in piloting projects within the Division's schools.

All pilot projects shall first be approved by the Superintendent.

#### Procedures

1. Any interested staff must first contact the Superintendent of Schools before conducting any extensive investigation into a pilot project.
2. Any outside agency investigating the opportunity to pilot a program in any of Canadian Rockies Regional Division No. 12 schools must first consult with the Superintendent of Schools and seek permission to investigate.
3. Any of the above, if given permission, shall proceed to investigate and report to the Superintendent the nature of the pilot program and the commitment to be undertaken by the pilot sponsor, by the teaching staff, by the administration, and any financial commitment required from the Division.
4. The Superintendent shall prepare in writing a report to the Board outlining the nature of the pilot project, the term of the project, the grade levels applicable, cost involved, the format of evaluation that will be used to assess the project, and the Superintendent's recommendation.
5. Where the Superintendent has authorized a pilot project within its schools, that project shall be evaluated internally by the Superintendent and/or those professional staff he may assign to the task. This evaluation is in addition to outside agency evaluation requirements and shall be reported to the Board.

## ADMINISTRATIVE PROCEDURE 255

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### 255 CHALLENGES TO INSTRUCTIONAL MATERIALS

#### Background

A parent or guardian may formally challenge instructional materials used in the school district's educational program on the basis of appropriateness for his or her own children or children under his or her guardianship. However, no parent has the right to determine reading, viewing, or listening experiences for other students.

A decision to sustain a challenge will not necessarily be interpreted as a judgment or irresponsibility on the part of those involved in the original use of the materials.

#### Procedures

1. The Principal or teacher receiving a complaint regarding instructional materials shall initially satisfy himself or herself that the material in question complies with the appropriate policies of the Division.
2. The staff member shall try to resolve the issue informally, by explaining to the questioner the selection procedure, criteria, and the place the questioned material occupies in the educational program. If still unresolved, the complaint should then be referred to the Principal.
3. If the questioner wishes to file a formal challenge, the Principal shall provide a copy of the "Request for Reconsideration of Instructional Materials" form. Curriculum and materials mandated or approved by the Alberta Learning will not be dealt with beyond step (2) above. At this point, the questioner will be directed to the appropriate Alberta Learning official.
4. Upon receipt of a request for formal reconsideration of instructional materials, the Principal shall:
  - a. form an ad-hoc Reconsideration Committee of three members,
  - b. name the convenor of the committee, and
  - c. establish a meeting as soon as possible after the complaint is received.
5. The Reconsideration Committee shall examine the challenged material, determine its professional acceptance, consider the questioner's concerns, discuss the challenged material with the questioner when appropriate, and prepare a written report. Copies of this report will go to the Principal and to the Superintendent.

6. The questioner shall have the right to appeal any decision of the Reconsideration Committee to the Superintendent and the Board.
7. Teachers' private files shall not be subject to these procedures. However, materials used in lesson preparation may become the subject of scrutiny, insofar as the teacher utilizes the information in a lesson.
8. No parent or guardian may enter the classroom to determine what material is being covered and how it is dealt with, without the prior consent of the teacher and the Principal.

**ADMINISTRATIVE PROCEDURE 260**

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**260 FIELD TRIPS***Summary*

## 1. Definitions

**Part I**

## General

## 2. Purpose

## 3. Access and Eligibility

**Part 2**

## Trip Planning, Approval and Conduct

## 4. Educational Plan

## 5. Safety Assessment

## 6. Teacher-in-Charge

## 7. Trip Approval

## 8. Supervision

## 9. Safety Guidelines

## 10. Elementary Students

## 11. Junior High Students

## 12. Senior High Students

## 13. Transportation

## 14. Severe Weather or Poor Driving Conditions

## 15. Accidents

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**Part 3**

## Parents, Students and Volunteers

## 17. Parent Permission

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**Part 4**

## Activities

## 20. Unacceptable Activities

## 21. Prohibited Activities

## 22. Mountain Biking

## 23. Off-site Activities in Remote or Wilderness Areas

## 24. Water Activities

## 25. Swimming Pools

## 26. Skiing / Boarding

## 27. References

## 1. Definitions

- a. "A trip" means an off-site activity within the boundaries of the school division.
- b. "B trip" means an off-site activity outside the division but within Alberta;
- c. "C trip" means an off-site activity outside of Alberta or International destination;
- d. "approved trip" means a trip on the approved list of trips and requires Principal approval;
- e. "instructional activity trip" means any planned excursion away from the school taken by the students, under the direction or supervision of a teacher or teaching assistant to enrich and extend the classroom instructional program, and create links between the school and the community, and to give students practical application of the ideas and theories that they are studying;
- f. "off-site activity" means an instructional activity trip, or a student activity trip, but does not include a work experience program, Registered Apprenticeship Program or other programs under Alberta Learning guidelines for off-campus activities;
- g. "participant" means a student, teacher, or volunteer or any other Canadian Rockies Regional Division staff member who travels on the off-site activity, but does not include a guide or service provider staff (bus driver);
- h. "Safety Guidelines" means the Safety Guidelines for Physical Activity in Alberta Schools or the applicable safety guidelines as developed;
- i. "student activity trip" means any planned excursion away from the school taken by the students under the direction or supervision of a teacher in support of academics, athletics, performing or fine arts groups, or other school approved student activities; and
- j. "teacher-in-charge" means the teacher responsible for the planning, coordination and implementation of the off-site activity.

## PART 1

### GENERAL

## 2. Purpose

- a. The purpose of off-site activities is to enable students to participate in quality off-site educational experiences that;
  - i. are at the heart of the educational process,

- ii. are connected to the Guide to Education, Program of Studies, curriculum and learning outcomes, and
  - iii. are relevant, flexible, affordable and accessible.
- b. Off-site student activities must demonstrate the key understanding that:
  - i. learning requires purposeful involvement,
  - ii. interpersonal relationships are essential to the learning process;
  - iii. knowledge is constructed within a climate of inquiry,
  - iv. clear expectations and relevant feedback are needed, and that
  - v. diversity is valued within a responsive environment.
- c. Off-site activities must take place within a context of;
  - i. attention to the safety and security of students,
  - ii. attention to risk assessment of off-site activities, and
  - iii. safety and legal protection of students, staff, volunteers and the Canadian Rockies Regional Division.
- d. School-sponsored activities that normally require a class and a teacher to visit a site in the community as an extension to the curriculum i.e., a physical education class using local facilities or a class visit to the post office, are exempt from this administrative procedure in that these single homeroom activities should be permitted to operate with as few restrictions as possible.

### **3. Access and Eligibility**

- a. Principals must ensure that specific eligibility criteria are established for all off-site activities.
- b. Off-site activities must be open to all eligible students,
- c. Off-site activities may be supported in part or whole by parents or guardians of eligible students, but no eligible student may be denied participation solely on the basis of the inability to pay.

## **PART 2 TRIP PLANNING, APPROVAL AND CONDUCT**

### **4. Educational Plan**

- a. The teacher-in-charge must:
  - i. consult with and obtain the approval of the principal before planning for the off-site activity may proceed: and
  - ii. submit an educational plan for the principal's approval that:

- ◆ includes a statement of purpose that explicitly defines instructional objectives, and
  - ◆ outlines intended lead-up and follow-up activities, as required.
- b. The teacher-in-charge or the principal may consult with district office staff regarding educational plans.

## 5. Safety

- a. A safety assessment must be completed for all off-site activities.
- b. If a trip is on the approved A or B list, additional safety assessments are not required, as long as the requirements of this policy and the applicable procedure manuals are satisfied.
- c. Safety assessments must be completed for any trip not on the approved A and B list, and for all C trips.
- d. The Office of the Superintendent must review and may supplement any safety assessments prepared by the school for any proposed C trip before it is considered by Principal and district as required.

## 6. Teacher-in-Charge

- a. The teacher-in-charge must:
  - i. consult with and obtain the approval of the principal before and during the planning for any off-site activity;
  - ii. have visited or received information from informed personnel regarding the location of the off-site activity prior to the trip.
  - iii. have the training and knowledge appropriate for leading the trip or work as a team leader with an approved trip resources person;
  - iv. select appropriate volunteers for the activity, and provide volunteers with direction as to the requirements of the trip and their responsibilities, before the departure of the off-site activity;
  - v. use professional guides when appropriate;
  - vi. ensure that for all A, B and C trips, the appropriate trip documentation is filed with the school principal or principals in the case of an activity involving two or more schools;
  - vii. ensure that the appropriate trip documentation accompanies the teacher-in-charge and the other trip supervisors; and
  - viii. ensure that a precise attendance count is taken during the trip and at all points of departure.
- b. The teacher-in-charge and other teachers traveling as a coach or supervisor are required to:
  - i. exercise or ensure that supervision is provided on a full-time basis, and

- ii. take whatever precautions are necessary to ensure the proper conduct, appropriate behavior and safety of students.

## 7. Trip approval

- a. The Principal;
  - i. has the authority to approve off-site activities on the approved A and B lists, and
  - ii. must review requests for all A and B trips not on the approved list, and all C trips.
- b. Before approving an off-site activity, the Principal must:
  - i. be satisfied that;
    - ♦ the teacher understands policies and procedures defining the teacher's responsibilities and duty of care,
    - ♦ the current Safety Guidelines have been met or exceeded,
    - ♦ the students, teachers, staff, volunteers and parents or guardians will receive the appropriate information about the trip, and
    - ♦ arrangements are in place for covering all the financial matters, including a refund procedure, a contingency fund, and an accounting for all expenditures,
  - ii. consult with the teacher-in-charge before approving and A or B trips, or request for C trips, and
  - iii. ensure that the teacher-in-charge completes a preliminary safety assessment for any A or B trip not on the approved list, and for all C trips.
- c. The Principal:
  - i. must maintain on file a copy of all appropriate documentation as outlined in the procedure manuals, for A, B and C trips.
  - ii. may refer any trip not on the approved A or B list to the Office of the Superintendent for review and approval.
  - iii. may refer any off-site activity to the Office of the Superintendent, even if it is on the approved A or B list; and
  - iv. must refer any request for a C trip to the Office of the Superintendent.
- d. The Office of the Superintendent
  - i. may approve A and B trips not on the approved list;
  - ii. may approve off-site activities on the approved A and B list, upon the request of the Principal,
  - iii. may approve off-site activities for inclusion on the approved list for A and B trips, and

- iv. may provide advice and guidance to teachers, Principals regarding safety assessment of any proposed trip.
- e. The Office of the Superintendent
  - i. may approve C trips upon the advice of the Principal
  - ii. must seek the approval of the Board of Trustees for any trips outside Canada; and
  - iii. must advise the Principal of the rationale for non-approval of trips.
- f. A and B trips on the approved list must be:
  - i. approved by the Principal; and kept on file at the school
  - ii. filed with the Principal two weeks prior to departure.
- g. A and B trips not on the approved list must be submitted to the Office of the Superintendent the earlier of:
  - i. 1 (one) month prior to departure, or
  - ii. before the payment of any non-refundable deposit.
- h. C trips must be submitted to the Office of the Superintendent by the earlier of:
  - i. 2 (two) months prior to departure, or
  - ii. before the payment of any non-refundable deposit.
- i. In exceptional circumstances, the Principal, or the Superintendent of Schools, as the case may be, may reduce the approval time for A, B and C trips.

## 8. Supervision

- a. For the purposes of this administrative procedure, 18-year-old students are considered as students and shall not be assigned adult supervisor duties. Unless otherwise stated in the procedures manuals, or the Safety Guidelines, the minimum acceptable standard of supervision for all off-site activities:
  - i. for students in kindergarten to grades 7 or 8 (as the case may be by school configuration) is one adult to 10 students;
  - ii. for students in grades 9 to 12, is one adult to 15 students.
- b. For all off-site activities outside Alberta, the minimum acceptable standard of supervision is two adult supervisors, one of whom must be the teacher-in-charge from the school approving the trip.
- c. Where off-site activities include overnight stays and the student group includes female and male students, supervision of the group must include both female and male supervisors or a male or female if the group is made up of all same gender participants.
- d. Additional supervision by certified staff and/or volunteers from the school sponsoring the trip must be considered for off-site activities involving;

- i. increased risks,
  - ii. large numbers of students,
  - iii. participation of students with special needs,
  - iv. crowded venues,
  - v. trips that are new to the sponsoring school community, or
  - vi. for overnight trips, if members of the same family group are supervising students.
- e. All supervision must be provided by individuals who are over the age of 21.
  - f. In addition to the requirement for adult supervision, in special circumstances, students who are sixteen years of age or older, and who have demonstrated leadership skills or special qualifications, such as National Lifeguard Service qualification may provide specialized supervision.

## 9. Safety Guidelines

The standards set out in the appropriate Safety Guidelines must be met or exceeded for all off-site activities.

## 10. Elementary Students

- a. Off-site activities for elementary students in kindergarten to grade 3 are limited to trips in Alberta and British Columbia within 200 kilometers of the district boundaries
- b. Off-site activities for elementary students in grades 4, 5, and 6 are limited to trips in Alberta, British Columbia and Saskatchewan, within 500 kilometers of the district boundaries
- c. In exceptional circumstances, off-site activities for elementary students outside the limits established in sections 10(1) and 10(2) may be permitted if the following conditions are met:
  - i. the Principal supports and approves the request; and
  - ii. the Superintendent of Schools approves the request.

## 11. Junior High Students

- a. Off-site activities for grades 7, 8 and 9 are limited to trips within Canada, as long as the trip is not longer than seven (7) consecutive school days. Trips may be longer if they include non-instructional days.
- b. In exceptional circumstances, junior high school trips outside Canada may be permitted if the following conditions are met:
  - i. the Principal supports and approves the request; and

- ii. the Superintendent of Schools approves the request and it is approved by the Board of Trustees.

## 12. Senior High Students

- a. Off-site activities for grades 10, 11 and 12 are limited to trips within Canada and the continental United States, as long as the trip is not longer than seven (7) consecutive school days.
- b. In exceptional circumstances, senior high school trips outside Canada and the continental United States may be permitted if the following conditions are met:
  - i. the Principal supports and approves the request; and
  - ii. the Superintendent of Schools supports the request and it is approved by the Board of Trustees.

## 13. Transportation

- a. When a student is under the age of 6 years and weighs less than 18 kilograms, the student must be transported to off-site activities in;
  - i. a private or rented vehicle with a properly installed and maintained child safety seat appropriate to the age and weight of the child, or
  - ii. a chartered bus hired from the Transportation Approved Carrier list.
- b. If a vehicle is equipped with a front passenger-side airbag, students must not be transported in that seat, if they do not meet the minimum height requirements for safety, unless the airbag has been properly deactivated.
- c. Except in the case of emergencies, vehicles must not depart from an off-site activity until all students have returned to the vehicles.

## 14. Severe Weather

- a. During severe weather or poor driving conditions, principals must ensure that weather and road conditions are conducive to travel before students leave the district for an off-site activity trip.
- b. An off-site activity trip may not leave the district by vehicle if any one or more of the following exist: (This does not apply to regularly scheduled bus runs).
  - i. there are blizzard conditions enroute or blizzard or severe weather conditions are forecast by Environment Canada;
  - ii. the RCMP or the Alberta Motor Association has issued a warning against travel on any enroute highway;
  - iii. the temperature is below – 30 degrees centigrade; or
  - iv. the wind-chill falls in the “very high or extreme” categories as defined by Environment Canada.
- c. On return trips, the teacher-in-charge must verify weather and road conditions.

- d. Students must be appropriately clothed for travel by road during the winter, as determined by the teacher-in-charge.
- e. For travel outside district boundaries, any vehicles used to transport students must contain or have immediate access to a first aid kit.
- f. Any private vehicle used to transport students must;
  - i. be properly equipped to handle all road conditions be in good running order, and
  - ii. have appropriate equipment such as a spare tire, jack, emergency road tools, emergency provisions or an emergency survival kit.

The Division discourages the practice of all night driving.

### **15. Accidents**

If an accident occurs during an off-site activity, the teacher-in-charge must:

- a. assess the situation and, if injuries have occurred, attend to the immediate medical concerns;
- b. determine whether or not the trip will continue based upon all the circumstances;
- c. notify the Principal or designate at the earliest opportunity if serious injuries have occurred so that the Principal may inform the parent or guardians, the Superintendent of Schools and others as necessary; and
- d. complete a Student/Teacher Accident Report within 48 hours of the incident or as soon as possible upon return to the school, and forward it to the Office of the Superintendent.
- e. A cell phone should be made available for an off site activity.

### **16. Alcohol and Drug Use**

The use of alcohol or illegal drugs by all participants is prohibited during off site activities, and applies to all off-site activities regardless of the circumstances, the age of the participants or local laws, customs and culture. Staff and volunteers are asked to refrain from smoking in the presence of students.

## **PART 3 PARENT/GUARDIANS, STUDENTS AND VOLUNTEERS**

### **17. Parent Permission**

- a. Parents or guardians must be informed in writing of the following information about off-site activities:

- i. the purpose and educational objectives of the off-site activity;
  - ii. the name of the teacher-in-charge and a contact telephone number;
  - iii. the date;
  - iv. the destination and, where necessary, a map of the area;
  - v. a detailed itinerary, setting out the general nature and number of activities;
  - vi. departure and return times;
  - vii. mode of transportation;
  - viii. financial arrangements;
  - ix. safety precautions;
  - x. level of supervision;
  - xi. the date of the parent meeting, if required by the procedure manuals;
  - xii. any unusual factors such as rigorous physical activity, water-related activities or water sports;
  - xiii. any special risks associated with the activity;
  - xiv. a reminder that parents or guardians must inform the teacher-in-charge about any relevant medical conditions of the student;
  - xv. emergency procedures to be followed in the event of injury, illness or unusual circumstances;
  - xvi. the need for additional medical coverage for out-of district and out-of-country trips; and
  - xvii. any other relevant information about the trip which may influence the parent's or guardian's decision to withhold permission, such as a controversial museum exhibit.
  - xviii. parents are asked to inform the school in writing if they do not want their child to participate in an off site activity.
- b. When a parent meeting has been called for a trip outside the jurisdiction:
- i. the teacher-in-charge must keep a record of attendance at the parent meeting, and
  - ii. the student's parent or guardian must;
    - ◆ attend the parent meeting to discuss the off site activity trip and the rules and conduct expected of students, or
    - ◆ personally speak to the teacher-in-charge about the trip.
  - iii. the teacher-in-charge and parents should settle on costs, itinerary, and notification protocols regarding changes to the program and or contingencies related to travel.
- c. One permission form from the parent or guardian is acceptable for a series of walking activities in the neighbourhood of the school.

- d. One permission form from the parent or guardian is acceptable for a series of off-site activities such as performing arts, swimming lessons, physical education classes, outdoor education classes, and athletics, as long as the permission form includes a schedule of all activities. If any of these activities include canoeing, camping, hiking, skiing, water-related activities other than swimming lessons, or complex activities, a separate permission form must be obtained from the parent or guardian for that off-site activity.
- e. When an off-site activity includes students from two or more schools;
  - i. the Principal of each school involved must approve the participation of their students, and
  - ii. students from all the schools are accountable to the teacher-in-charge.

### **18. Student's Responsibility**

- a. Each student participating in an off-site activity must:
  - i. comply with the requirements of the school's student or district's code of conduct;
  - ii. fulfill all the preparatory requirements at an appropriate level of performance;
  - iii. dress appropriately according to the type of off-site activity;
  - iv. participate in a responsible and cooperative manner during the trip; and
  - v. carry out all follow-up procedures in an appropriate manner.
- b. A student may not participate in an off-site activity unless the student is enrolled in a sponsoring or participating school, and is part of the class or group taking part in the off-site activity.

### **19. Volunteers**

- a. Volunteers must comply with district policies governing their role and responsibilities, the requirement of administrative procedure 490 – School Volunteers.
- b. Volunteers must have qualifications appropriate to their assigned duties.
- c. Volunteers are expected to know the details of the off-site activity and their specific duties and authority prior to departures.
- d. Volunteers must support and follow the district and school code of conduct and
  - i. report any inappropriate conduct to the teacher-in-charge;
  - ii. adhere to the schedule or itinerary;
  - iii. dress appropriately according to the type of off-site activity; and
  - iv. fulfill their duties for the duration of the off-site activity, including evenings and weekends.

## **PART 4 ACTIVITIES**

### **20. Unacceptable Activities**

The following off-site activities are not permitted:

- a. off-site activities that require travel time that would be too long for the age of the students involved;
- b. off-site activities that require inordinate expense or excessive absence from school; or
- c. off-site activities that are deemed uninsurable by the insurer.

### **21. Prohibited Activities**

- a. These activities are currently listed by our insurer as prohibited activities. If it is the desire of CRRD to offer any of the activities on the list below, it will be necessary to confirm the conditions under which the insurer may deem the activity acceptable.
  - i. aerial gymnastics,
  - ii. American gladiator style events,
  - iii. auto racing,
  - iv. bicycle motocross (BMX),
  - v. boxing and punching bag
  - vi. bungee jumping,
  - vii. caving (spelunking),
  - viii. canoeing in moving water greater than grade 1 rapids,
  - ix. demolition derbies,
  - x. drag racing,
  - xi. dunk tanks,
  - xii. extreme sports,
  - xiii. horse jumping,
  - xiv. hot air balloon rides (tethered and untethered),
  - xv. hiking on the West Coast Trail in the Pacific Rim National Park Reserve, British Columbia,
  - xvi. ice climbing,
  - xvii. luge above the tourist start at Canada Olympic Park,

- xviii. mechanical bull riding or simulated mechanical rodeo events,
- xix. motorcycling of any nature,
- xx. mountain climbing and mountaineering but not including hikes in the mountains,
- xxi. open water swimming, unless approved by the Safety Assessment Committee,
- xxii. Paintball, laser tag games or war games,
- xxiii. racing of watercraft,
- xxiv. rifle ranges or other activities involving firearms,
- xxv. rock climbing,
- xxvi. rodeos,
- xxvii. scuba diving,
- xxviii. skydiving,
- xxix. tobogganing, tubing, crazy carpet, bobsledding and sledding,
- xxx. trampolining,
- xxxi. winter biathlon with firearms, and
- xxxii. white-water rafting except for the River Watch program.

## **22. Mountain Biking**

- a. Mountain biking is permitted within the boundaries of the district on designated trails as listed below, roadways, or quiet residential streets near on the school. All participants must wear a CSA approved biking helmet.
- b. Back country mountain biking is permitted only on the following trails in Kananaskis Country and Banff National Park;
  - i. Banff Trail at the Canmore Nordic Centre,
  - ii. Evans-Thomas paved path trail from Kananaskis Village to Wedge Pond,
  - iii. Goat Creek Trail between the Banff Springs Hotel and Spray Lakes road,
  - iv. Stoney Trail from Jamboree Centre to Ribbon Creek,
  - v. Terrace trail from Galatea parking lot to Kananaskis Village, and
  - vi. Tunnel Mountain and Hoodoo trail from the Bow Falls viewpoint of Tunnel Mountain Road.

## **23. Off-site Activities in Remote Areas**

- a. In a remote or wilderness area, the teacher-in-charge must;

- i. have visited the location of the off-site activity prior to the trip and be familiar with the proposed route;
  - ii. use professional guides when appropriate or as directed;
  - iii. establish and communicate class safety and emergency procedures to all participants;
  - iv. ensure that appropriate communication devices are taken on the trip;
  - v. ensure constant communication within the group and access to external communication as needed;
  - vi. be familiar with the nearest accessible medical station and telephone service;
  - vii. notify local area authorities, such as RCMP, forestry or park officials about the proposed activity and location or route to be used;
  - viii. establish procedures so that contact can be made with the school principal via RCMP, forestry or park officials, or other persons in the area; and
  - ix. obtain fire permits, fishing and other licenses and area use permission where required.
- b. In a remote or wilderness area, if a group splits into two or more independent travelling groups, each group must have a teacher-in-charge or supervisor.

## **24. Water Activities**

- a. Each trip that includes water-related activities must have a safety assessment, unless the trip is on an approved activities list.
- b. All participants involved in sailing or boating activities must;
  - i. have swimming skills commensurate with the activity, and
  - ii. wear a Transport Canada approved life jacket or Personal Flotation Device, unless otherwise specified in the procedures manuals.
- c. For activities involving canoeing, sailing and power craft, the activity must meet or exceed the Safety Guidelines.
- d. When canoe trips take place on lakes or rivers, the teacher-in-charge must have visited the site prior to the trip, and be familiar with the proposed route and the seasonal conditions at the time of the trip.
- e. Adequate instruction and demonstration must be given to all participants involved before allowing the participants to undertake any water-related activity.

## **25. Swimming Pools**

- a. Students may use swimming pools on off-site activities if there is a lifeguard on duty.

- b. If the facility operator does not provide a lifeguard at a swimming pool, students may use the swimming pool if the school provides a lifeguard with current certification in National Lifeguard Service (NLS), Standard First Aid, and CPR Basic Rescuer, or a supervisor for every 50 participants using the swimming pool.

## **26. Downhill Skiing, Snowboarding, Cross-country and Ski-touring**

- a. are acceptable activities as long as all the following conditions have been met;
  - i. conditioning activities have occurred in physical education classes, or as part of a fitness program leading up to the skiing or snowboarding activity; and
  - ii. skiing or snowboarding are part of a well balanced yearly program, and reflect the school's commitment to a quality physical education program.
- b. Prior to the above-mentioned activities, the teacher-in-charge must;
  - i. have visited or received information regarding the seasonal conditions at the time of the activity,
  - ii. make contact with the activity site operator in order to arrange student identification and controls procedure, and
  - iii. understand the activity site's emergency protocol.
- c. Upon arrival at the activity site, the teacher-in-charge must:
  - i. divide students into levels of ability as described by the parent's or guardian's signed acknowledgement of the student's classification or ability level;
  - ii. assist the activity site staff with grouping students for their mandatory lesson;
  - iii. along with the activity site staff, emphasize to the students that they will be given permission to use specified slopes or trails, and that the use of other slopes or trails is prohibited; and
  - iv. assist the activity site staff with controlling student access to slopes or trails.
- d. At the conclusion of the mandatory lesson;
  - i. the activity site instructor will identify the level of ability of the students, and assign appropriate ski or snowboarding slopes or trails, and
  - ii. students may begin supervised skiing and snowboarding on the assigned slopes or trails.
- e. During the supervised ski time, students must ski in pairs or groups of three or fours.
- f. A minimum supervision ratio for skiing and snowboarding is one adult to 10 students, including at least one adult supervisor in the ski lodge.

- g. Supervision of ski slopes must be carried out by supervising the face of the hill or ski area on a constant rotation system by pairs of supervisors.
- h. All participants in skiing and snowboarding activities must;
  - i. wear a properly fitted CSA approved helmet, and
  - ii. ski or snowboard only on open runs within the ski area.

**References**

Highway Traffic Act

School Act, Sections 20 and 45

Safety Guidelines for Physical Activity

In Alberta Schools, available on-line at: <http://www.med.ualberta.ca/acicr>

Safety Guidelines for Secondary Inter-School Athletics in Alberta

**ADMINISTRATIVE PROCEDURE 261**

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**261 TRAVEL FOR STUDY**

The Division recognizes the educational experiences that may be gained by pupils from a well-organized and skilfully interpreted education journey of a magnitude so as to be considered beyond the scope of a normal field trip. Such journeys shall normally be presented to the Board for consideration and approval at least four (4) months prior to the date of departure.

The Division encourages staff to plan major trips in a manner that no student continually enrolled in the system would miss the opportunity for at least one such experience.

The Division encourages a major curriculum related field trip at the Division II level and such a cultural and/or language related experience every second year for grade 11 and 12 students.

This procedure shall not be interpreted to limit other curriculum related field trips.

## ADMINISTRATIVE PROCEDURE 270

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### 270 EVALUATION OF INSTRUCTIONAL PROGRAMS

#### Background

The Division will periodically evaluate its educational programs in order to maintain and improve their effectiveness in terms of achieving their objectives.

#### Procedures

1. Educational Programs shall include any programs that directly or indirectly affect the educational status of students. These may include:
  - a. Curricular (subject area/locally developed/pilots, etc.)
  - b. Extra-curricular (athletics/spelling bees/drama, etc.)
  - c. Transportation
  - d. Special Education
  - e. Counselling
  - f. Teacher Aides/Volunteers
  - g. Other
2. The Division shall identify annually the program(s) to be evaluated, assuring that each major program is evaluated at least once every six years.
3. Evaluations shall be conducted by a committee composed of local and regional personnel as appointed by the Superintendent.
4. Evaluations shall serve to maintain, improve or discontinue the evaluated program. The information may also be used to develop or implement additional programs if required.
5. All evaluations shall become public documents.
6. The Division shall identify by May 30th of the preceding school year, the program(s) to be evaluated during the following school year.
7. The evaluation team(s) shall be selected by the Superintendent from personnel in the local School Division, Central Office, Alberta Learning, or the public at large.
8. The criteria and procedures for each evaluation shall be determined by the

evaluation team, subject to the approval of the Superintendent upon consultation with the school staff. Program objectives and effectiveness in carrying them out shall be a major consideration.

9. The evaluation report shall be presented to the Board no later than three months following the beginning of the evaluation and shall be in the form of observations, commendations and recommendations. The report shall be filed at the Central Office and made available to the public.
10. The Superintendent will provide the Board with a follow-up report on the recommendations within three months of the presentation of the evaluation report.