

DATE: January 17, 2012

TO: Board of Trustees

FROM: Trustee Leslie Cleary, Chair 2010-2011 Policy Review Committee
Trustee Michael Janz, 2010-2011 Policy Review Committee
Trustee Catherine Ripley, 2010-2011 Policy Review Committee

SUBJECT: Review of Board Policy HA.BP – Student Programs

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Karen Bardy, Shirley Keith, Elisa Rawe, Rosalind Smith

REFERENCE: *School Act*, Board Policies and Administrative Regulations as referenced in Attachment I.

ISSUE

The Board policy HA.BP Student Programs has been revised to align with the Board of Trustees new District Vision.

RECOMMENDATION

That revised Board Policy HA.BP – Students Programs (Attachment I) be considered for the third time and approved.

BACKGROUND

Policy development and review is guided by Board Policy CH.BP – Policy Development and Review. All existing policies and regulations are reviewed at a minimum every seven years. Edmonton Public Schools posts changes to existing policies on the District website and invites input on the effects of the changes.

RELATED FACTS

- A policy review web survey was conducted in accordance with board policy review procedures and was open for input from May 5 to June 9, 2011. Key stakeholder organizations and partners were notified of the policy review process and survey.
- Fifty-seven responses were received – 23 parents, 17 community members, two community/professional organizations, one principal/decision unit administrator and 14 staff members. The majority of respondents (77.2 per cent) did not believe the policy requires clarification; 75 per cent did not believe that additional elements should be included in this policy; and 75 per cent did not have any concerns about the elements of the policy.
- For those respondents who felt the policy needed clarification, the lack of detail created concerns for some respondents.

CONSIDERATIONS & ANALYSIS**Key Changes for HA.BP**

The processes and factors used for Board approval and deletion of new programs, and locally developed courses were clarified. The Board’s responsibilities and processes related to establishing and deleting alternative programs and locally developed courses are outlined in the *School Act* (sections 21, 39(1), 50, 60). The policy is consistent with the *School Act*. The revised Student Programs policy is also consistent with the Board vision, mission, priorities, and philosophy.

Details related to the type of alternative, outreach and special education programs that are currently offered in the District were removed. Records of the types of programs offered in the District are kept centrally and communicated through the district website and print resources. Additional information about the types of programs offered in the District could be included in a Student Programs Administrative Regulation developed if revisions to the current policy are approved.

A key responsibility of the Board is to ensure that programs support student learning (District Priority 1: *Provide supports and programs that will enable all students to complete high school*). As such, many policies and regulations deal with aspects of students’ programming. Reference to these policies and regulations are included with the policy.

Details related to special education programs were also removed. The Special Needs Task Force has made specific recommendations to the Board that will support the implementation of an inclusive education system. One recommendation from the Task Force was the creation of an Inclusive Education Policy. This policy is currently under development.

The letter “b” has been changed to a capital “B” when using the word Board to refer to the Board of Trustees. In addition the listing of factors has been reordered to reflect the order of importance.

NEXT STEPS

Pending approval of the recommendation, the policy will be posted on the district website.

ATTACHMENTS & APPENDICES

ATTACHMENT I Proposed Board Policy HA.BP – Student Programs

ATTACHMENT II Current Board Policy HA.BP – Student Programs with Revisions

ER:cs

Edmonton Public Schools

Board Policies and Regulations

CODE: HA.BP
TOPIC: Student Programs

EFFECTIVE DATE:
ISSUE DATE:
REVIEW DATE:

The Board acknowledges that students learn in unique and diverse ways. To maximize the potential of each student, the Board supports the development and provision of a variety of programs including alternative programs, special education programs, and outreach and transition programs located in non-traditional settings. The Board recognizes the importance of working in partnership with parents, community organizations, and government in the development and implementation of these programs. The Board has the authority to approve the establishment and deletion of programs and locally developed courses based on the following factors:

- consistency with the *School Act* and Alberta Education's policies, mission, and mandate for education
- consistency with Board policies and administrative regulations
- consistency with sound educational theory and practice
- impact on financial and human resources; facilities; and current course and program offerings
- availability of staff and resources
- degree of demand
- rationale

Reference(s):

School Act Sections 10, 11, 21, 39, 45, 47, 50(1) and 60

[HGAB.BP Multicultural Education](#)

[HGAB.AR Multicultural Education](#)

[HGAF.BP Second Language Education](#)

[HGAF.AR French Language Programs](#)

[HGAG.AR International and Aboriginal Language Programs and Courses](#)

[HEFB.AR Curriculum Course Pilots](#)

[HEE.AR Decision Authority for Programs, Curriculum, Student Assessment and Instructional Resources](#)

[HED.AR Publicizing Programs](#)

[IAA.BP Aboriginal Education](#)

[IAA.AR Aboriginal Education](#)

[IB.AR Student Placement](#)

[IC.BP Student Accommodation](#)

[IC.AR Student Accommodation](#)



Edmonton Public Schools Board Policies and Regulations

CODE: HA.BP
TOPIC: Student Programs

EFFECTIVE DATE: 30-01-2001
ISSUE DATE: 01-02-2001
REVIEW DATE: 02-2006

The Board ~~believes all~~ acknowledges that students can learn in unique and diverse ways, and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The board believes that program implementation should provide continuity and flexibility for student learning. To maximize the potential of each student, the Board supports the development and provision of a variety of programs including alternative programs, special education programs, and outreach and transition programs located in non-traditional settings. The Board recognizes the importance of working in partnership with parents, community organizations, and government in the development and implementation of these programs.

~~A. PROGRAMS AND COURSES~~

1. The Board ~~reserves to itself~~ has the authority to approve the establishment and deletion of new programs and locally developed courses based on the following factors: ~~the optional implementation of provincial courses, and the deletion of programs and courses. The board shall be informed of all new mandatory course offerings.~~
2. ~~When considering the addition or expansion of programs and locally developed courses, the administration shall address factors such as:~~
 - rationale for program or course, including a description of unique features
 - degree of demand
 - availability of staff and instructional resources
 - impact on financial and human resources; ~~and~~ facilities; ~~impact on current course~~ and program offerings
 - consistency with sound educational theory and practice
 - consistency with board policies and administrative regulations
 - consistency with the *School Act*, Alberta Education's Learning's policies and ~~its Mission and~~ Mandate for Education
3. ~~When considering the deletion or consolidation of programs and locally developed courses, the administration shall address factors such as:~~
 - ~~degree of demand~~
 - ~~student achievement~~
 - ~~impact on financial and human resources, and facilities~~
 - ~~availability of staff and resources~~

~~B. ALTERNATIVE PROGRAMS~~

~~The board, as advocate of choice, will consider alternative programs which emphasize a particular language, culture, religion, subject matter, or uses a particular teaching philosophy. Such programs will be offered only in designated district centres.~~

~~1. Language and Culture~~

- ~~a. The board supports the continued offering of French Immersion and Awasis and of the following bilingual programs: American Sign Language, Arabic, Chinese (Mandarin), German, Hebrew, and Ukrainian.~~
- ~~b. The board will consider the provision of language courses for students who wish to acquire or maintain proficiency in languages other than Canada's official languages.~~

~~2. Subject Matter~~

~~The board supports the continued offering of the following alternatives: Academic Alternative, Arts Core, Edmonton Public Professional School of Ballet, and International Baccalaureate.~~

~~3. Teaching Philosophy~~

~~The board supports the continued offering of the following alternatives: Caraway, Cogito, International Baccalaureate Middle Years Program, Logos, Nellie McClung, Sports Alternative, Summit, and the Traditional School.~~

~~4. Religion~~

- ~~a. Any religious instruction, religious exercises, or alternative programs based on religion shall be:
 - ~~i. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation~~
 - ~~ii. based on a general faith such as Christianity, Judaism, or Islam, rather than emphasizing or promoting a particular denomination or division of a given faith.~~~~
- ~~b. The board allows schools to conduct religious exercises of a non-denominational or non-proselytizing nature that are acceptable to parents.~~

~~C. SPECIAL EDUCATION PROGRAMS~~

- ~~1. The board is committed to providing programs and services which make it possible for exceptional students to receive an education appropriate to their abilities and needs. Changes to the curriculum, staffing, instructional and evaluation strategies, materials and resources, facilities or equipment may be required to address the needs of exceptional students.~~
- ~~2. The board supports the concept of providing educational programs for students with special needs in both neighbourhood schools and in district centres. The neighbourhood school is a guaranteed point of entry for all students, and the regular classroom shall be the first option considered.~~
- ~~3. District centres provide alternate program options.~~
- ~~4. Parents and students shall be provided with information about the program options available.~~

~~D. OUTREACH PROGRAMS/TRANSITION PROGRAMS~~

~~Recognizing that not all students are successful in traditional school settings, the board will provide senior high outreach programs and junior high transition programs. These programs are located in non-traditional school settings, and provide opportunities for students to develop the skills and knowledge required to make the transition back to more traditional school settings. Students may complete their schooling in non-traditional settings.~~

Reference(s):

[School Act](#) Sections 10, 11, 21, 39, 45, 47, 50(1) and 60
