

EDMONTON PUBLIC SCHOOLS

March 8, 2005

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Orientation to the Plan for Student Program Distribution

ORIGINATOR: C. McCabe, Assistant to the Superintendent

RESOURCE

STAFF: Karen Bardy, Jenise Bidulock, Randy Billey, Gloria Chalmers, Kerry-Ann Kope, Sheri-Lee Langlois, Shirly McNeill, Cathy Pasternak, Deanne Patsula

INFORMATION

On March 22, 2005, the board will be provided with the Plan for Student Program Distribution. The purpose of this annual report is to identify all special education, alternative, and other specialized programs that are distributed in district centres throughout the district and to provide the accommodation plans for these programs in the coming school year. For each program, a brief description, a list and map of district centres, and enrolment history is included in the report.

Administration is guided in the distribution of special education and alternative district centre programs by HA.BP Student Programs (Appendix I) and IC.BP Student Accommodation (Appendix II). District centres are designated to provide specialized programs for which there is limited demand or which require specialized facilities, equipment or staff. District centres are intended to accommodate students from inside and outside the attendance area of the designated school.

Students requiring special education programming may attend a neighbourhood school or a congregated district centre. Student Program Distribution ensures that students with special needs who choose district centre programming have reasonable access to it in relation to their residences. Classes are monitored throughout the year and are adjusted to maximize programming and transportation efficiencies through expansion or consolidation, in consultation with stakeholders. New special education programs are developed by Special Education Services, eligibility for enrolment is approved by Budget Services, and district centre locations for the programs are recommended by Student Program Distribution.

Alternative programs provide learning opportunities that emphasize a particular language, culture, religion, or subject-matter, or that use a particular teaching philosophy. Alternative programs are only offered in district centres. Student Program Distribution monitors their enrolments to evaluate student and parental demand so that growth or shrinkage can be accommodated through consultation with parents, principals, and central services staff.

Curriculum/Programs recommends new alternative programs and their district centre locations are recommended by Student Program Distribution.

Appendix I HA.BP Student Programs

Appendix II IC.BP Student Accommodation

SLL:cp

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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 students can learn 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.

A. PROGRAMS AND COURSES

1. The board reserves to itself the authority to approve the establishment of new programs, locally developed courses, 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 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

- . 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.

- a. 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. District centres provide alternate program options.
3. 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, 47 and 50(1)

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Edmonton Public Schools Board Policies and Regulations

CODE: IC.BP

TOPIC: Student Accommodation

EFFECTIVE DATE: 12-03-2002

ISSUE DATE: 15-03-2002

REVIEW DATE: 03-2007

1. Every student residing inside the City of Edmonton shall have a school that is responsible for accommodating the student or ensuring the student's placement elsewhere.
2. The board reserves the right to direct a student to any school in the district.
3. Subject to the Superintendent's authority to ensure the efficient and effective operation of the district,
 - a. The board supports the concept of open boundaries and of parents and students having a choice of schools,
 - b. The board expects students to complete high school within three years,
 - c. There is an expectation that all high schools will accommodate the students with mild and moderate special needs and those with severe emotional/behavioural disabilities residing in their attendance area.
4. Preference shall be given to limiting a school's enrolment rather than adding space to the school to accommodate students from outside the attendance area.

Reference(s):

[EEA.AR](#) - Transportation Services

[IEC.BR](#) - Student Admission to the District

[IB.AR](#) - Student Placement

[School Act](#) Sections 8, 13, 44 and 60(3)(b)
