

DATE: May 22, 2012

TO: Board of Trustees

FROM: Trustee Michael Janz, Chair Policy Review Committee
Trustee Heather MacKenzie, Policy Review Committee
Trustee Catherin Ripley, Policy Review Committee

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

ORIGINATOR: Tanni Parker, Assistant Superintendent Student Learning Services

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

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

ISSUE

Board Policy HA.BP – Student Programs has been revised to align with the Board of Trustees District Vision.

RECOMMENDATION

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

BACKGROUND

This policy received first and second consideration at the December 13, 2011 Board Meeting. It was brought to the January 17, 2012 Board Meeting for third consideration and final approval. The following motion was carried “That revised Board Policy HA.BP – Student Programs be referred to the Policy Review Committee.”

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.
- At the January 17, 2012 Board Meeting Trustees expressed concerns regarding clarity of the aspects of the policy.

CONSIDERATIONS & ANALYSIS

N/A

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

TP:ja

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 with parents, community organizations, and government in the development and implementation of these programs. The Board reserves to itself the authority to approve the establishment and deletion of programs and locally developed courses.

When considering the addition, expansion, deletion or consolidation of programs and locally developed courses, the administration shall address factors including but not limited to:

- compliance with the *School Act*, relevant Administrative Regulations and Alberta Education's policies, mission and mandate for education
- compliance with all 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

A. ALTERNATIVE PROGRAMS

1. The Board will consider alternative programs which emphasize a particular language, culture, religion, subject-matter, or uses a particular teaching philosophy.
2. The uniqueness of alternative programs lies in the existence of the following defined set of elements:
 - a defined and consistent set of unique features intended to be long term and sustainable. The program usually involves the entire elementary, junior high or senior high grades or a combination of these grades;
 - an educational approach that affects the entire schooling experience of a child;
 - a school culture or environment that reflects the uniqueness of the program.
3. Any faith based alternative program shall be:
 - of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation;

- based on a general faith rather than emphasizing or promoting a particular denomination or division of a given faith.

B. SPECIAL EDUCATION PROGRAMS

1. The Board is committed to providing programs and services which make it possible for students in need of specialized supports 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 provide specialized supports. The Board supports the concept of providing educational programs for students in need of specialized supports 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.
2. Parents and students shall be provided with information about the program options available.

C. OUTREACH PROGRAMS/TRANSITION PROGRAMS

Recognizing some students are successful in non-traditional school settings, the Board will provide senior high outreach programs and junior high transition programs 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)

IA.BP – Inclusive Education – to May 8 Board for 3rd & final

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: 01-2008

~~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.~~

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 with parents, community organizations, and government in the development and implementation of these programs. The Board reserves to itself the authority to approve the establishment and deletion of programs and locally developed courses.

~~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~~

When considering the addition, expansion, deletion or consolidation of programs and locally developed courses, the administration shall address factors including but not limited to:

- **compliance with the *School Act*, relevant Administrative Regulations and Alberta Education’s policies, mission and mandate for education**
- **compliance with all 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**

B. A. 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.

The uniqueness of alternative programs lies in the existence of the following defined set of elements:

- 1. A defined and consistent set of unique features intended to be long term and sustainable. The program usually involves the entire elementary, junior high or senior high grades or a combination of these grades.**
- 2. An educational approach that affects the entire schooling experience of a child.**
- 3. A school culture or environment that reflects the uniqueness of the program.**

~~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
faith based alternative program shall be:~~

- ~~i. 1. of a non-proselytizing nature, e.g., instruction about a religion or religions rather than inculcation~~
- ~~ii. 2. 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.~~

~~The board allows schools to conduct religious exercises of a non-denominational or non-proselytizing nature that are acceptable to parents.~~

~~C. B. SPECIAL EDUCATION PROGRAMS~~

- ~~1. The board is committed to providing programs and services which make it possible for ~~exceptional~~ students **in need of specialized supports** 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~~ **provide specialized supports for** students.~~
- ~~2. The board supports the concept of providing educational programs for students ~~with special needs~~ **in need of specialized supports** 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.~~
- ~~2. Parents and students shall be provided with information about the program options available.~~

~~D. C. OUTREACH PROGRAMS/TRANSITION PROGRAMS~~

~~Recognizing that not all students are successful in traditional **some students are successful in non-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)
