

# **INSTRUCTIONAL PROGRAMS AND MATERIALS 200**

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## **Administrative Procedure 200**

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### **ORGANIZATION FOR INSTRUCTION**

#### **Background**

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

#### **Procedures**

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
  - 1.1. Organization of classes;
  - 1.2. Organization of teacher assignments;
  - 1.3. Course offerings of the school; and
  - 1.4. The co-curricular and extra-curricular activities.
2. The function of assigning students to classes is the responsibility of the principal, in consultation with all staff members affected at that instructional level. As much as possible, schools are to utilize heterogeneous groupings of students.
3. It is further recognized that there may be a desire to group students in different grades or different courses in the same class.

Reference: Section 20, 60, 61, 113, School Act

### CURRICULUM DELIVERY

#### Background

The Superintendent is responsible for providing leadership in all matters relating to the delivery of curriculum in the Division, and for ensuring students in the Division have the opportunity to meet the standards of education set by the Minister.

#### Procedures

1. The schools' first obligation is to provide a solid core program consisting of language arts, mathematics, science, and social studies.
2. The school is responsible for ensuring that students meet or exceed the standards defined by the provincial achievement assessments and graduation requirements. As well, schools have the responsibility to prepare students for citizenship, lifelong learning, and entry into the workplace or post-secondary studies.
3. Teachers shall utilize instructional strategies that recognize individual learning styles, are inherently engaging and developmentally responsive.

Reference: Section 20, 39, 60, 61, 113 School Act  
Guide to Education ECS to Grade 12

## **FOSTERING POSITIVE CHARACTER DEVELOPMENT IN STUDENTS**

### **Background**

A major commitment of the school community is to foster positive character development in students, through the promotion of academic, personal and interpersonal, and transitional school to career skill acquisition in students. In cooperation with families and community, schools have a role in modeling and reinforcing essential values and in preparing students to be productive and contributing citizens.

### **Procedures**

1. The Division endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.
2. The Division's "Standards for Student Citizenship and Social Responsibility" shall be used as the base for instructional design and for student assessment, evaluation and reporting in this affective area of student development.
3. School staffs are expected to plan for the development of safe, orderly and caring communities where all students have opportunity to learn, practice and develop such personal and interpersonal character traits.

Reference: Section 18, 20, 22, 39, 45, 60, 61, 96, 113, 116, 117 School Act



## MIDDLE YEARS PARENT HANDBOOK



## STANDARDS Student Citizenship and Social Responsibility

2007

## Acknowledgments

The Standards for Citizenship and Social Responsibility came to being in the spring of 2003 and were implemented in Early Years' schools in September 2006. The standards will be implemented in Middle Years' schools in the fall of 2007. The Curriculum Support team in Learning Services would like to acknowledge those who have dedicated time, effort and energy in support of the development of the standards and the citizenship and social responsibility initiative.

- a. Parkland School Division Board of Trustees
- b. Randy Clarke, Deputy Superintendent, Parkland School Division #70
- c. Harry Wagner, Director of Curriculum, Learning Services, Parkland School Division # 70
- d. Carmen Mykula, Curriculum Facilitator, Parkland School Division #70
- e. Angela Spanier, Community Relations, Parkland School Division #70
- f. Darlene Smith, Administrative Assistant, Learning Services, Parkland School Division #70
- g. Parents and Students
- h. Business & Community Partners of Spruce Grove, Stony Plain and the Parkland School Division

### PILOT TEAMS

#### **1. Grade 3 Pilot Schools (2004)**

- i. Carter, Sharon - Broxton Park School
- ii. Clements, Lisa - Duffield School
- iii. Ryan, Liz - École Queen Street School
- iv. Strocki, Shirley - High Park School

#### **2. Early Year's Pilot Schools & Teachers (2005)**

- i. École Broxton Park School
- ii. Duffield School
- iii. Entwistle School
- iv. Graminia Community School
- v. High Park School
- vi. École Meridian Heights School

#### **3. Middle Year's Pilot Schools & Teachers (2006)**

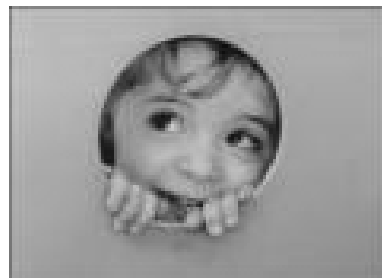
- i. École Broxton Park School
- ii. Graminia Community School
- iii. Greystone Centennial Middle School
- iv. École Meridian Heights School
- v. Muir Lake School
- vi. Seba Beach School
- vii. Tomahawk School

## STANDARDS FOR STUDENT CITIZENSHIP AND SOCIAL RESPONSIBILITY

In 2003 Parkland School Division's System Planning Task Force 1 identified 'fostering positive growth and development of students' as a key priority. In the winter and spring of 2004, a number of consultation meetings were held with trustees, administrators, teachers, students, parents, business community members and local government agencies of Parkland School Division. In the end, stakeholders unanimously agreed that students in Parkland School Division who demonstrate citizenship and social responsibility would show respect and integrity, empathy and compassion, independence and cooperation, self-control and responsibility.

Standards for citizenship and social responsibility were subsequently developed including a set of indicators and observable student skills. The purpose of the standards is twofold: first, to articulate a common language for schools, administrators, teachers, students, and parents, and second to support school programming in social responsibility. In addition, Parkland School Division believes that parents play a major role in the process of developing citizenship and social responsibility in students. To that end, parents are strongly encouraged to partner with schools in the journey that will provide learners with the skills needed to model positive character and active citizenship.

Parkland School Division continues to support this initiative and it retains "*citizenship and social responsibility*" as a key priority in its 2007-2010 Education Plan. This initiative is also guided by Policy I-1 *Fostering Positive Character Development in Students* and Policy H-26 *Student Evaluation, Assessment, and Reporting*.



"DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU;  
WORRY THAT THEY ARE ALWAYS WATCHING YOU."  
ROBERT FULGHUM

## ASSESSMENT

### Student self-assessment

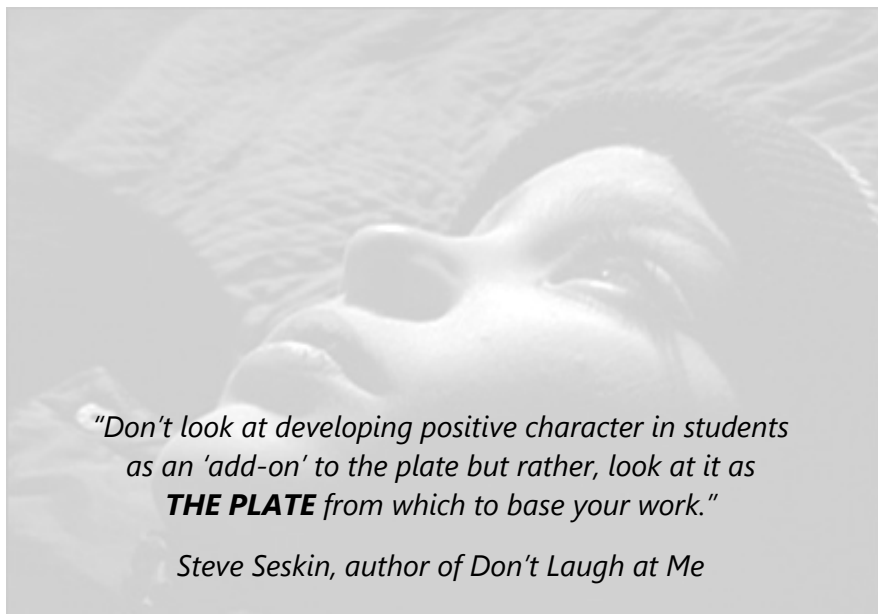
Research tells us that children learn best and experience the most success when they are given opportunities to actively engage in & monitor their own learning. With that in mind, the key players & end users in the teaching and assessment of citizenship & social responsibility skills are the students. Within this context, it is crucial to teach students the skills & provide them with strategies that will enable them to set goals to become successful in the future.

### Formative Assessment

Within formative assessment, students are taught the skills needed to demonstrate citizenship, social responsibility, and positive character. They have opportunity to practice their learning day to day, in a variety of ways, in a variety of settings. Formative assessment naturally flows through teacher observations. Teachers might find it easier to focus attention on a designated 'small' group of students to more efficiently monitor the acquisition of skills in class, on the playground, and in structured and unstructured settings. Incidences and/or activities contribute a small amount of information but each piece helps to inform the teaching process. Anecdotal notes, charts, checklists, spreadsheets, rubrics, Students Achieve, are but a few of the ways to 'collect data'.

### Summative Assessment

Over time, teachers will have record of a variety of observations for all students. Taken together, this body of evidence can provide a useful profile of student development. The information provided to students and parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of the skills of citizenship and social responsibility.



# **STANDARDS FOR CITIZENSHIP AND SOCIAL RESPONSIBILITY**

## **MIDDLE YEARS**



STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<p><i>Demonstrates:</i></p> <p><b>1. Respect &amp; Integrity</b></p>	<p>Student demonstrates trustworthiness.</p>	<ul style="list-style-type: none"> <li>▪ follows the rules (i.e. school, classroom, etc.)</li> <li>▪ tells the truth</li> <li>▪ accepts responsibility &amp; consequences for actions</li> <li>▪ actions represent their words (i.e. Students do what they say they will do.)</li> </ul>
	<p>Student values the well-being of self, others, &amp; property.</p>	<ul style="list-style-type: none"> <li>▪ shares personal view points</li> <li>▪ demonstrate personal hygiene</li> <li>▪ cares for personal belongings</li> <li>▪ is considerate of the belongings of others</li> <li>▪ invites and makes time for others to participate and share ideas and opinions</li> <li>▪ is considerate of the feelings &amp; opinions of others</li> <li>▪ is willing to apologize</li> <li>▪ cleans up personal and communal space</li> <li>▪ is respectful of the norms and conventions of the environment/culture</li> <li>▪ student openly confronts; seeks the source of information vs gossiping or talking behind one's back</li> </ul>
<p><i>Shows:</i></p> <p><b>2. Empathy &amp; Compassion</b></p>	<p>Student seeks to understand the point of view of others without necessarily agreeing.</p>	<ul style="list-style-type: none"> <li>▪ stands by his/her opinion without putting others down.</li> </ul>
	<p>Student seeks to understand ideas &amp; opinions of others.</p>	<ul style="list-style-type: none"> <li>▪ asks for opinions</li> <li>▪ shows an <u>awareness</u> of community &amp;/or global issues (i.e. is informed &amp; concerned about what's happening in the community and outside the school setting)</li> <li>▪ is able to talk about current events</li> <li>▪ makes connections between home and school, the community, etc.</li> </ul>
	<p>Student is sensitive to the feelings of others.</p>	<ul style="list-style-type: none"> <li>▪ is aware of body language &amp; the communication therewith</li> <li>▪ speaks in a calm tone</li> <li>▪ is considerate: doesn't need the teacher or the adult to be the enforcer</li> <li>▪ is genuine when considering others</li> </ul>
	<p>Student is concerned about the welfare of others.</p>	<ul style="list-style-type: none"> <li>▪ tries to help; volunteers</li> <li>▪ mentors &amp; acts as a buffer or a peacemaker</li> <li>▪ helps others to problem solve</li> <li>▪ is willing to be part of the solution</li> <li>▪ knows the difference between gossiping and reporting</li> </ul>

STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<i>Practises:</i> <b>3. Independence &amp; Cooperation</b>	Student takes on leadership roles and/or participates in school activities.	<ul style="list-style-type: none"> <li>▪ gives positive feedback to peers</li> <li>▪ encourages others to participate</li> <li>▪ participates in activities outside the classroom (i.e. student's union, Hi-Q, speech arts competitions, drama, choir, etc)</li> <li>▪ models appropriate behaviours to peers</li> <li>▪ tries to mediate conflict</li> </ul>
	Student willingly engages in group activities	<ul style="list-style-type: none"> <li>▪ is productive (i.e. accomplishes his/her tasks)</li> <li>▪ shows a positive attitude</li> <li>▪ is accepting of other group members</li> </ul>
	Student values teamwork.	<ul style="list-style-type: none"> <li>▪ is willing to engage in conflict resolution</li> <li>▪ respects the contribution of others</li> <li>▪ willing to compromise</li> <li>▪ fulfills the role established by the group</li> </ul>
<i>Exercises:</i> <b>4. Responsibility</b>	Student participates in & respects the democratic process.	<ul style="list-style-type: none"> <li>▪ helps to establish and maintain classroom rules</li> <li>▪ is willing to participate in community endeavours (i.e. Coats for Kids/ Christmas hampers; etc)</li> <li>▪ is willing to negotiate (i.e. through behaviour contracts; is willing to give up; compromises)</li> <li>▪ asks probing questions to make informed decisions. (i.e. doesn't accept superficial answers or politically correct statements.)</li> <li>▪ is willing to discuss the un-discussable...</li> </ul>
	Student takes ownership of choices & consequences	<ul style="list-style-type: none"> <li>▪ can plan for growth (i.e. sets realistic goals, smart goals; follows through with the how to)</li> <li>▪ makes healthy lifestyle choices (i.e. good nutrition, fitness, sleeping patterns, balance play with work)</li> <li>▪ is willing to engage in dialogue of a reflective nature</li> <li>▪ can identify alternative solutions to behaviour</li> <li>▪ sincerely apologizes</li> <li>▪ can explain the effect of his/her behaviour on others</li> <li>▪ accepts personal responsibility for actions</li> <li>▪ accepts consequences</li> </ul>
	Student understands the decision-making process	<ul style="list-style-type: none"> <li>▪ is willing to consider possibilities &amp; alternatives</li> <li>▪ respects the will of the group</li> <li>▪ makes contributions</li> </ul>

## REPORTING...MIDDLE YEARS

**M = student Meets the standard**

**G = is an area for Growth**

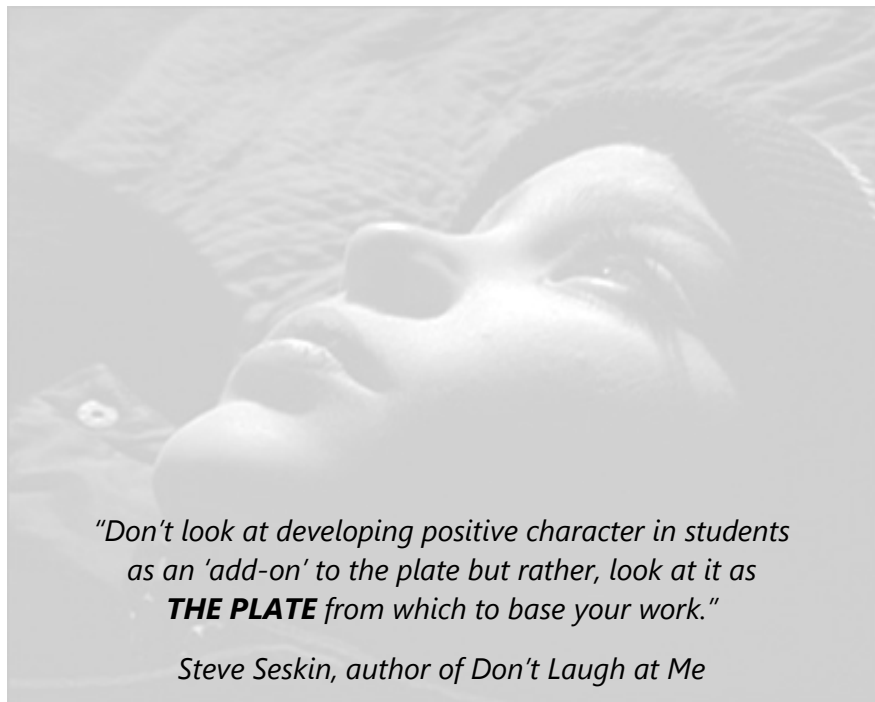
STANDARDS	M	G
<b>The student:</b>		
1. Demonstrates respect & integrity.		
2. Shows empathy and compassion.		
3. Practices independence & cooperation.		
4. Demonstrates responsibility.		
<b>COMMENTS</b> ( <i>Areas for <u>celebration</u>, <u>growth</u> &amp; <u>strategies for improvement</u></i> )		

### \*\*\*REMINDERS

- Ongoing communication between teachers, parents, and students over the course of any given reporting period about progress in citizenship & social responsibility is crucial.
- Students are regularly provided with meaningful opportunities for self-assessment in citizenship:
  - a) to help them engage in and monitor their progress
  - b) to assist them in setting goals for growth
- The information provided to students and to parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of citizenship & social responsibility skills.

## CITIZENSHIP & SOCIAL RESPONSIBILITY AND PARENTS

- Make every attempt to understand the school community your children are in.
- Ask questions regarding the standards for citizenship & social responsibility to clarify your role in the team dedicated to developing good citizenship in your children.
- Look for updates about citizenship in school newsletters.
- Keep yourself abreast of resources on character education (see the Selected Bibliography list).
- Make all attempts to attend 'education nights', etc. when available in your school community (i.e. a bullying information session).
- Be present at school assemblies especially when there is a focus on recognition of positive citizenship and social responsibility.



## IDEAS TO HELP YOUR CHILDREN DEVELOP POSITIVE CHARACTER

- Model good character at home.
- Be clear about values.
- Show respect for all family members.
- Model and teach children good manners.
- Plan as many family activities as possible.
- Read to your children; keep good literature in the home.
- Limit your children's spending money.
- Discuss the holidays and their meanings.
- Capitalize on the teachable moments.
- Assign home responsibilities to all family members.
- Set clear expectations for your children and hold them accountable for their actions.
- Keep your children busy in positive activities.
- Let your yes mean yes and your no mean no.
- Know where your children are, what they are doing, and with whom.
- Refrain from making excuses for your children, especially for inappropriate behaviour.
- Know what television shows, videos, and movies your children are watching.
- Develop an ear and an eye for what your children are absorbing.
- Use the language of character.
- Put parenting first.
- Ask your child what he/she did that day in school.
- Ask to see your child's papers and notices from school.
- Have a quiet time each day when the children sit down to do their homework – TV OFF.
- Make sure your child gets proper rest. Have a reasonable bedtime.
- Take charge of the TV and decide what your children will watch.
- Provide your child with a place to keep his/her things.
- Assemble all things for school the night before.
- Come to school as often as you can. Become involved in your school community.
- Be certain your child leaves for school in a good frame of mind:
  - Breakfast
  - Routine
  - Notes to school written beforehand

*Dr. Helen LeGette, former Associate Superintendent, Burlington City Schools, NC.  
Adapted from Parent, Kids, & Character by Helen LeGette*

## **SELECTED BIBLIOGRAPHY**

Alberta Education Programs of Study K-9

BC Performance Standards: Social Responsibility

Borba, Michelle: Building Moral Intelligence, Jossey-Bass, San Francisco, 2001

Borba, Michelle: Nobody Likes Me, Everybody Hates Me, Jossey-Bass, San Francisco, 2005

Borba, Michelle: Don't Give Me That Attitude, Jossey-Bass, San Francisco, 2004

Character Education, 43 Fitness Activities, Donald R. Glover, Leigh Ann Anderson

Character Education Booklist <http://www.bu.edu/education/caec/files/stbooklistk.htm>

Character Education: Informational Handbook & Guide, Public Schools of North Carolina, 2002 [www.ncpublicschools.org](http://www.ncpublicschools.org)

DeRoche, Edward, & Williams, Mary M: Educating Hearts & Minds, Corwin Press, Inc., California, 2001

Don't Laugh at Me...Anti-Bullying program/resources

<http://www.dontlaugh.org/curricula/>

Early Middle Years Advisory Committee Recommendations Report, Parkland School Division, 2005

Early Years Education, Brookwood School, Report 2005

How Not to Teach Values: A Critical Look at Character Education, Alfie Kohn, 1997,

<http://www.alfiekohn.org/teaching/hnttv.htm>

Key Elements for Sound Classroom Assessment, Parkland School Division, 2004

Morrish, Ronald: With All Due Respect, Keys for Building Effective School Discipline, Woodstream Publishing, Ontario, 2000.

Policy H-26: Student Evaluation, Assessment, and Reporting, Parkland School Division, September 2005

Policy I-1: Fostering Positive Character Development in Students, Parkland School Division, February 2005

Quellmalz Framework of Thinking Skills: Measuring Skills in the Classroom, Revised Edition, National Education Assn., 1988, R. J. Stiggins, E. Rubel, E. Quellmalz:

Task Force One Report to Board of Trustees, Parkland School Division, December 2003

The 7 Habits of Highly Effective Teens, Steven Covey, 2003

The Center for the Advancement of Ethics and Character at Boston University School of Education <http://www.bu.edu/education/caec/files/forstudents.htm>

The Heart of the Matter: Character and Citizenship Education, Alberta Learning Publication, 2004

The Society for Safe & Caring Schools & Communities, Edmonton AB, Email [office@sacs.ca](mailto:office@sacs.ca)



**K-4 STANDARDS**  
**For Student Citizenship and Social Responsibility**

**PARENT RESOURCE**



## For Student Citizenship and Social Responsibility (K-4)

Parkland School Division's System Planning Task Force 1 identified 'fostering positive growth and development of students' as a key priority. In the winter and spring of 2004, a number of consultation meetings were held with trustees, administrators, teachers, students, parents, business community members and local government agencies of Parkland School Division. In the end, stakeholders unanimously agreed that students in Parkland School Division who demonstrate social responsibility would demonstrate respect, empathy and compassion, independence and cooperation, self-control, and integrity.

The "Standards for Student Citizenship and Social Responsibility" are an outcome of Parkland School Division Policy I-1 - FOSTERING POSITIVE CHARACTER DEVELOPMENT IN STUDENTS:

*"The Board further believes that in cooperation with families and community, schools have a role in modeling and reinforcing essential values and in preparing students to be productive and contributing citizens."*

*Parkland School Division's "Standards for Student Citizenship and Social Responsibility" shall be used as the base for instructional design and for student assessment, evaluation and reporting in this affective area of student development."*

The *Standards For Student Citizenship and Social Responsibility K-4* is an articulation of a common language for administrators, teachers, students, and parents regarding the definition of expected student behaviors in Parkland School Division. The standards support administrators and teachers in programming for social responsibility. Parents are invited to actively engage in this journey to develop citizenship and social responsibility in students.

***"DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU;  
WORRY THAT THEY ARE ALWAYS WATCHING YOU."  
ROBERT FULGHUM***

## K-4 STANDARDS FOR CITIZENSHIP AND SOCIAL RESPONSIBILITIES

1 STUDENT	INDICATORS	OBSERVABLE SKILLS...
<p><i>Demonstrates</i></p> <p><b>1. Respect &amp; Integrity</b></p>	<ul style="list-style-type: none"> <li>▪ Treats self &amp; others with worth &amp; dignity.</li> <li>▪ Treats all property &amp; the environment as their own.</li> <li>▪ Tells the truth.</li> <li>▪ Is reliable, dependable, &amp; trustworthy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ treats others fairly</li> <li>▪ is welcoming, kind, &amp; helpful</li> <li>▪ encourages/compliments others</li> <li>▪ is willing to apologize</li> <li>▪ values the property of others</li> <li>▪ is considerate of the belongings of others</li> <li>▪ cleans up personal &amp; communal space</li> <li>▪ follows the basic class/school rules</li> <li>▪ makes time for others to participate</li> <li>▪ offers &amp; accepts apologies</li> <li>▪ takes responsibility for actions</li> <li>▪ accepts the consequences of his/her actions</li> <li>▪ shares own point of view</li> <li>▪ speaks the truth</li> <li>▪ does what he says he will do</li> <li>▪ completes given tasks</li> <li>▪ seeks solutions</li> </ul>
<p><i>Shows:</i></p> <p><b>2. Empathy &amp; Compassion</b></p>	<ul style="list-style-type: none"> <li>▪ Seeks to understand ideas &amp; opinions of others.</li> <li>▪ Is sensitive towards the feelings of others.</li> <li>▪ Is concerned about the welfare of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ accepts differences in others</li> <li>▪ listens to other points of view</li> <li>▪ is able to repeat that point of view without agreeing or disagreeing</li> <li>▪ shows concern for safety of others</li> <li>▪ shows courage &amp; perseveres in problem solving</li> <li>▪ takes a stand for what is right even if it's unpopular</li> <li>▪ interprets the feelings of others</li> </ul>
<p><i>Practises:</i></p> <p><b>3. Independence &amp; Cooperation</b></p>	<ul style="list-style-type: none"> <li>▪ Works independently.</li> <li>▪ Participates &amp; engages in group activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ participates in group work</li> <li>▪ makes time for others to participate</li> <li>▪ volunteers to help, to prepare, to clean up</li> <li>▪ follows basic rules for working in groups</li> <li>▪ organizes materials understands that behaviour affects that of others</li> <li>▪ can set goals for personal improvement</li> <li>▪ can work with others to achieve classroom goals</li> <li>▪ knows when to ask for help</li> <li>▪ completes work within timelines</li> </ul>
<p><i>Exercises:</i></p> <p><b>4. Self-Control &amp; Responsibility</b></p>	<ul style="list-style-type: none"> <li>▪ Understands he/she has a choice over behaviour.</li> <li>▪ Takes responsibility for behaviour choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ understands he/she has a say in establishing class rules</li> <li>▪ can identify alternative solutions to behaviour</li> <li>▪ can explain the effect of his/her behaviour on others</li> <li>▪ tries to resolve conflict independently but knows when to ask for help</li> <li>▪ can act as a peacemaker</li> <li>▪ uses proactive language "I" vs "You" statements</li> <li>▪ talks honestly about his behaviour</li> </ul>

## **IDEAS THAT WILL HELP YOUR CHILD DEVELOP POSITIVE CHARACTER**

- Model good character at home.
- Be clear about values.
- Show respect for all family members.
- Model and teach children good manners.
- Plan as many family activities as possible.
- Read to your children; keep good literature in the home.
- Limit your children's spending money.
- Discuss the holidays and their meanings.
- Capitalize on the teachable moments.
- Assign home responsibilities to all family members.
- Set clear expectations for your children and hold them accountable for their actions.
- Keep your children busy in positive activities.
- Learn to say no and mean it.
- Know where your children are, what they are doing, and with whom.
- Refuse to make excuses for your children for inappropriate behaviour.
- Know what television shows, videos, and movies your children are watching.
- Develop an ear and an eye for what your children are absorbing.
- Use the language of character.
- Put parenting first.
- Ask your child what he/she did that day in school.
- Ask to see your child's papers and notices from school.
- Have a quiet time each day when the children sit down to do their homework – TV OFF.
- Make sure your child gets proper rest so he/she can function at school. Have a reasonable bedtime.
- Take charge of the TV and decide what your children will watch.
- Use the newspaper and magazines with your child.
- Each child needs a place to call his/her own, a place to keep his/her things.
- All things for school should be assembled the night before.
- Come to school as often as you can.
- Your child should leave for school in a good frame of mind:
  - Breakfast
  - Routine
  - Notes to school written beforehand

*Dr. Helen LeGette, former Associate Superintendent, Burlington City Schools, NC.*

*Adapted from Parent, Kids, & Character by Helen LeGette.*

**STUDENT SELF-ASSESSMENT  
SAMPLE #1**

Students can choose to complete this self-assessment by drawing, writing, making a poster, telling about, etc. This activity can be done either one-on-one *or* in a group setting.

**The citizenship skills I am good at are:**

**The citizenship skills I need help with are:**

**I want to get better at ....**



: Always



: Sometimes



: Never

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. I tell the truth.
2. I do what I say I'm going to do.
3. If I start something, I finish it.
4. I respect myself, others and property.
5. I try to understand how others are feeling.
6. I try to understand other people's opinions.
7. I help others without being asked.
8. I take responsibility for my actions.

9. I work well with others.

10. I can work independently.

11. I participate in classroom activities.

12. I am good at

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13. I sometimes need help with

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14. I will try

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## REPORTING

**M** = Student (**M**)eets the Standard

**G** = Area for (**G**)rowth

STANDARDS	M	G
<b>The student:</b>		
1. Demonstrates respect & integrity		
2. Shows empathy and compassion		
3. Practices independence & cooperation.		
4. Exercises self-control & demonstrates responsibility.		

COMMENTS: *(Areas of celebration; area(s) for growth; strategy(ies) for improvement)*

## SUGGESTED BOOK TITLES: KINDERGARTEN

### Citizenship

***Abe Lincoln's Hat***, Brenner, Martha  
***Three Young Pilgrims***, Harness, Cheryl  
***Good King Wenceslas***, Neale, John

### Compassion

***The Good Samaritan***  
***Dogger***, Hughes, Shirley  
***Frog and Toad Are Friends***, Lobel, Arnold  
***Great Uncle Albert Forgets***, Schechter, Ben

### Courage

***David and Goliath***  
***Chrysanthemum***, Henkes, Kevin  
***Alfie Gives a Hand***, Hughes, Shirley  
***Cecil's Story***, Lyon, George Ella  
***Ira Sleeps Over***, Waber, Bernard  
***Henny Penny***, Wattenberg, Jane

### Diligence

***Mike Mulligan and His Steam Shovel***, Burson, Virginia Lee  
***The Little Red Hen***  
***Tillie and the Wall***, Lionni, Leo  
***The Three Little Pigs***  
***The Tortoise and the Hare***

### Respect

***Cinderella***  
***Goldilocks and the Three Bears***  
***Johnny Appleseed***  
***All the Places to Love***, MacLachlan, Patricia  
***It's Not Fair!***, Zolotow, Charlotte

### Responsibility

***Now One Foot, Now the Other***, DePaolo, Tomie  
***Horton Hatches the Egg***, Dr. Seuss  
***Horton Hears a Who!***, Dr. Seuss  
***Leah's Pony***, Friedrich, Elizabeth  
***The Pearl***, Heine, Helme

### Self-Mastery

***The Stonecutter: A Japanese Folktale***, Demi  
***King Midas and the Golden Touch***  
***The Tale of Jeremy Fisher***, Potter, Beatrix  
***The Hating Book***, Zolotow, Charlotte

### Truth

***The Ugly Duckling***, Anderson, Hans Christian  
***The Empty Pot***, Demi  
***Honest Abe***, Ness, Evaline  
***Sam, Bangs, and Moonshine***, Ness, Evaline

## SUGGESTED BOOK TITLES: GRADE ONE

### Citizenship

***Sam the Minuteman***, Benchley, Nathaniel  
***Exodus***, Chaikin, Miriam  
***The Legend of Bluebonnet***, DePaulo, Tomie  
***Betsy Ross***, Wallner, Alexandra

### Compassion

***How Many Days to America: A Thanksgiving Story***, Bunting, Eve  
***The Queen's Necklace***, Langton, Jane  
***A Swedish Folktale***  
***Mufaro's Beautiful Daughters***, Steptoe, John  
***Thy Friend, Obadiah***, Turkle, Brinton  
***The Selfish Giant***, Wilde, Oscar

### Courage

***Pocohontas: Daughter of a Chief***, Greene, Carol  
***The Boy Who Held Back the Sea***, Hort, Lenny  
***Brave Irene***, Steig, William  
***Lon Po-Po: A Red Ridinghood Story from China***, Young, Ed

### Diligence

***Hansel and Gretel***  
***Silent Lotus***, Lee, Jeanne M.  
***Across the Wide Dark Sea: The Mayflower Journey***, Leeuwen, Jean Van  
***The Little Engine that Could***, Piper, Watty  
***A Chair for My Mother***, Williams, Vera

### Respect

***Yussel's Prayer***, Cohen, Barbara  
***The Story of Hanukkah***, Ehrlich, Amy  
***The Frog Prince***  
***Brother Francis and the Friendly Beasts***, Hodges, Margaret  
***Through Grandpa's Eyes***, MacLachlan, Patricia  
***The Rough-Face Girl***, Martin, Rafe

### Responsibility

***The Story of Jonah***, Baumann, Kurt  
***Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy***, Waters, Kate  
***Good Griselle***, Yolen, Jane

### Self-Mastery

***Alexander and the Terrible, Horrible, No Good, Very Bad Day***, Viorst, Judith  
***The Shaker Boy***, Winter, Jeanette  
***It Could Always Be Worse***, Zemach, Margot

### Truth

***The Adventures of Pinocchio***, adapted by Kassirer, Sue  
***The Emperor's New Clothes***  
***The Pied Piper of Hamelin***  
***The Tale of Peter Rabbit***, Potter, Beatrix

## SUGGESTED BOOK TITLES: GRADE TWO

### Citizenship

***A Picture of Harriet Tubman***, Adler, David  
***A Picture of Frederick Douglas***, Adler, David  
***Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address***, Fritz, Jean  
***By the Dawn's Early Light: The Story of the Star-Spangled Banner***, Kroll, Steven

### Compassion

***The Gift***, Broadmann, Aliana  
***The Golden Deer***, Hodges, Margaret  
***The Happy Prince***, Wilde, Oscar  
***Everyone Knows What a Dragon Looks Like***, Williams, Jay  
***The Velveteen Rabbit***, Williams, Margery

### Courage

***Wagon Wheels***, Brenner, Barbara  
***Daniel in the Lion's Den***  
***The Magic Tapestry: A Chinese Folktale***, Demi  
***The Lotus Seed***, Garland, Sherry  
***The Sabbath Lion***, Schwartz, Howard  
***Theseus and the Minotaur***

### Diligence

***The Wild Swans***, Anderson, Hans Christian  
***Peppe the Lamplighter***, Bartone, Elisa  
***The Ten Mile Day: The Building of the Trans-continental Railroad***, Fraser, Mary Ann  
***Hidden in the Sand***, Hodges, Margaret  
***John Henry: An American Legend***, Keats, Ezra Jack

### Respect

***Beauty and the Beast***  
***The Cat Who Went to Heaven***, Coatsworth, Elizabeth  
***Molly's Pilgrim***, Cohen, Barbara  
***The Girl Who Loved Wild Horses***, Goble, Paul  
***The Bicycle Man***, Say, Allan  
***The Emperor and the Kite***, Yolen, Jane

### Responsibility

***The Great Kopak Tree: A Tale of the Amazon Rain Forest***, Cherry, Lynne  
***In My Mother's House***, Clark, Ann Nolan  
***Miss Rumphius***, Cooney, Barbara  
***Sweet Clara and the Freedom Quilt***, Hopkinson, Deborah  
***Why Noah Chose the Dove***, Singer, Isaac Bashevis

### Self-Mastery

***The Josefina Story Quilt***, Coerr, Eleanor  
***The Fisherman and His Wife***, Jarell, Randall  
***Sarah, Plain and Tall***, MacLachlan, Patricia  
***Sylvester and the Magic Pebble***, Steig, William

### Truth

***Why Mosquitoes Buzz in People's Ears: A West African Tale***, Aardema, Verna  
***The Gold Coin***, Ada, Flor  
***Bub or the Very Best Thing***, Babbitt, Natalie  
***Matilda Who Told Such Dreadful Lies***, Belloc, Hillaire  
***St. Jerome and the Lion***, Hodges, Margaret  
***When Solomon Was King***, MacGill-Callahan, Sheila

## SUGGESTED BOOK TITLES: GRADE THREE

### Citizenship

***Can't You Make Them Behave, King George?***, Fritz, Jean  
***Shh! We're Writing the Constitution***, Fritz, Jean  
***Casey Over There***, Rabin, Staton  
***The Pilgrims of Plimoth***, Sewall, Marcia  
***Esther's Story***, Wolkstein, Diane

### Compassion

***The Little Match Girl***, Anderson, Hans Christian  
***Clancy's Coat***, Bunting, Eve  
***Damon and Pythias***  
***The Sailor Who Captured the Sea***, Lattimore, Deborah  
***Charlotte's Web***, White, E.B.

### Courage

***The Story of Ruby Bridges***, Coles, William  
***The Courage of Sarah Noble***, Dalgies, Alicia  
***William Tell***, Early, Margaret  
***Number the Stars***, Lowry, Lois  
***Frederick Douglass: The Last Day of Slavery***, Miller, William

### Diligence

***Sadako and the Thousand Paper Cranes***, Coerr, Eleanor  
***Seven Ravens***, Grimm  
***Knots on a Counting Rope***, Martina, Bill, and Archambault, John  
***Least of All***, Purdy, Carol

### Respect

***The Indian in the Cupboard***, Banks, Lynn Reid  
***The Kitchen Knight***, Hodges, Margaret  
***Hiawatha***, Longfellow, H.W.  
***Old Turtle***, Wood, Douglas

### Responsibility

***The Summer of the Swans***, Byers, Betsy  
***George Washington: A Picture Biography***, Giblin, James  
***Rikki Tikki Tavi***, Kipling, Rudyard  
***Keep the Lights Burning, Abbie***, Roop, Peter and Connie  
***Horton Hatches an Egg***, Suess, Dr.

### Self-Mastery

***Annie and the Old One***, Miles, Miska  
***Ben and Me***, Lawson, Robert  
***The Crane Wife***, Yagawa, Sumiko

### Truth

***Alice in Wonderland*** (abridged version), Carroll, Lewis  
***Young Abigail Adams***, Sabin, Francene  
***The Real Thief***, Steig, William  
***Elfwyn's Saga***, Wisniewski, David

### Independence & Cooperation

***The Little Red Hen, McClintock, Barbara***  
***Princesses Don't Wear Jeans***, Bellingham, Brenda  
***Best Friends Don't Fight***

### Integrity

***The Boy Who Cried Wolf***, Littledale, Greya  
***The Wolf Who Cried Boy***, Hartman, Bob

## SUGGESTED BOOK TITLES: GRADE FOUR

### Citizenship

**St. George and the Dragon**, Hodges, Margaret

**Paul Revere's Ride**, Longfellow, H.W.

**Once Upon a Time: A Story of the Brothers Grimm**, Quackenbush, Robert

### Compassion

**The Little Princess**, Burnett, Francis Hodgson

**The Story of Ruby Bridges**, Coles, Robert

**The House of Sixty Fathers**, DeJong, Meinder

**The Hundred Dresses**, Estes, Eleanor

### Courage

**The Door in the Wall**, de Angeli, Marguerite

**Mrs. Frisby and the Rats of NIMH**, O'Brien, Robert

**Island of the Blue Dolphins**, O'Dell, Scott

**Harry Potter** (series), Rowling, J.K.

**Sir Gawain and the Green Knight**, Retold by Selina Hastings

**The Castle in the Attic**, Winthrop, Elizabeth

### Diligence

**The Incredible Journey**, Burnford, Sheila

**Hatchet**, Paulson, Gary

**The Trumpet of the Swan**, White, E.B.

**Little House in the Big Woods**, Wilder, Laura Ingalls

### Respect

**The Indian in the Cupboard**, Banks, Lynn Reid

**The Little Princess**, Burnett, Francis Hodgson

**Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words**, McCurdy, Michael, Ed

**The Sign of the Beaver**, Speare, Elizabeth George

### Responsibility

**The Lion, the Witch and the Wardrobe**, Lewis, C.S.

**The Legend of King Arthur**, Lister, Robin

**Kate Shelley: Bound for Legend**, Souci, Robert San

### Self-Mastery

**The Great Gilly Hopkins**, Paterson, Katherine

**Pollyanna**, Porter, Eleanor

**Missing May**, Rylant, Cynthia

**Casey at the Bat**, Thayer, Ernest L.

### Truth

**The Canterbury Tales** (selected and retold), Chaucer, retold by Cohen, Barbara

**Walk Two Moons**, Creech, Susan

**The Phantom Tollbooth**, Juster, Norton

**Holes**, Sachar, Louis

## RESOURCES FOR PARENTS

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Borba, Michelle: Don't Give Me That Attitude, Jossey-Bass, San Francisco, 2004

Borba, Michelle: Nobody Likes Me, Everybody Hates Me, Jossey-Bass, San Francisco, 2005

Character Education Booklist <http://www.bu.edu/education/caec/files/CElist.htm>

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Coloroso, Barbara: Just Because It's Wrong Doesn't Make it Right <http://www.kidsareworthit.com/>

Coloroso, Barabara, Books & Tapes, [http://www.kidsareworthit.com/Books\\_CD\\_s\\_DVD\\_s\\_etc.html](http://www.kidsareworthit.com/Books_CD_s_DVD_s_etc.html)

Morrish, Ronald: With All Due Respect, Keys for Building Effective School Discipline, Woodstream Publishing, Ontario, 2000.

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Parkland School Division Administrative Procedure 360 - Student Evaluation Assessment and Reporting, available on <http://www.psd70.ab.ca/OurBoard/Pages/AdministrativeProcedures.aspx>

Parent Leadership.com <http://www.parentleadership.com/>

The 7 Habits of Highly Effective Teens, Steven Covey, 2003

The Center for the Advancement of Ethics and Character at Boston University School of Education 10 Tips for Raising Children of Good Character, <http://www.bu.edu/education/caec/files/10tips.htm>

The Center for the Advancement of Ethics and Character At Boston University School of Education, Parent Web links, <http://www.bu.edu/education/caec/files/parentlinks.htm>

The Center for the Advancement of Ethics and Character At Boston University School of Education, Parent Booklist, <http://www.bu.edu/education/caec/files/parentlist.htm>

The 7 Habits of Highly Effective Teens, Steven Covey, 2003



# TEACHER HANDBOOK



## STANDARDS

### Student Citizenship and Social Responsibility Early & Middle Years

2007



## **POLICY I1 Fostering Positive Character Development in Students**

Effective 01 February 2005

Review : 01 February 2010

The Board believes that a major commitment of the school community is to foster positive character development in students, through the promotion of academic, personal and interpersonal, and transitional school to career skill acquisition in students. The Board further believes that in cooperation with families and community, schools have a role in modeling and reinforcing essential values and in preparing students to be productive and contributing citizens.

### **GUIDELINES**

1. The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, responsibility, honesty, empathy, fairness, initiative, perseverance, courage and integrity.
2. Schools are expected to plan for the development of safe, orderly and caring communities where all students have opportunity to learn, practice and develop such personal and interpersonal character traits.
3. Parkland School Division's "Standards for Student Citizenship and Social Responsibility" shall be used as the base for instructional design and for student assessment, evaluation and reporting in this affective area of student development.

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### **References**

Legal Reference: School Act – Section 45 (8) Responsibility to Students

Cross Reference: Policy H26, Student Assessment and Reporting

*Policy H32, Promoting Positive Behavior at School Authorized Activities*

*Parkland School Division No. 70 Standards for Citizenship and Social Responsibility in Students.*

## **STANDARDS FOR STUDENT CITIZENSHIP AND SOCIAL RESPONSIBILITY**

In 2003 Parkland School Division's System Planning Task Force 1 identified 'fostering positive growth and development of students' as a key priority. In the winter and spring of 2004, a number of consultation meetings were held with trustees, administrators, teachers, students, parents, business community members and local government agencies of Parkland School Division. In the end, stakeholders unanimously agreed that students in Parkland School Division who demonstrate citizenship and social responsibility would show respect and integrity, empathy and compassion, independence and cooperation, self-control and responsibility.

Standards for citizenship and social responsibility were subsequently developed including a set of indicators and observable student skills. The purpose of the standards is twofold, first to articulate a common language for schools, administrators, teachers, students, and parents, and second, to support school programming in social responsibility. In addition, Parkland School Division believes that parents play a major role in the process of developing citizenship and social responsibility in students. To that end, parents are strongly encouraged to partner with schools in a journey to provide learners with the skills needed to model positive character and active citizenship.

Parkland School Division continues to support this initiative and it retains "*citizenship and social responsibility*" as a key priority in its 2007-2010 Education Plan. This initiative is also guided by

Policy I-1 *Fostering Positive Character Development in Students* and Policy H-26 *Student Evaluation, Assessment, and Reporting*.



"DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU;  
WORRY THAT THEY ARE ALWAYS WATCHING YOU."  
ROBERT FULGHUM

## ASSESSMENT

### Student Self-Assessment

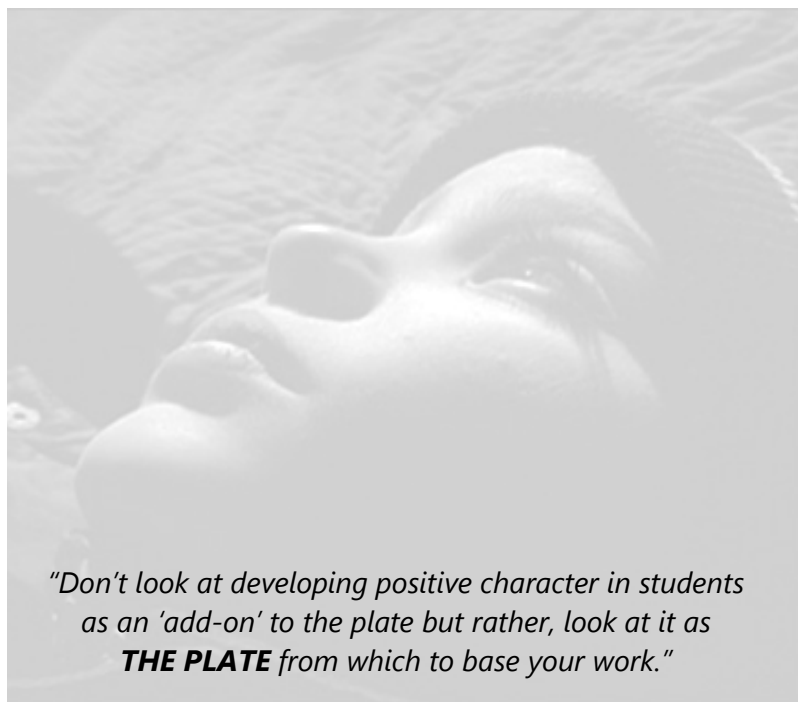
Research tells us that children learn best and experience the most success when they are given opportunities to actively engage in & monitor their own learning. With that in mind, the key players & end users in the teaching and assessment of citizenship & social responsibility skills are the students. Within this context, it is crucial to teach students the skills & provide them with self-assessment strategies that will enable them to set goals to become successful in the future.

### Formative Assessment

Students are taught the skills needed to demonstrate citizenship, social responsibility, and positive character. They have the opportunity to practice their learning day to day, in a variety of ways, in a variety of settings. Formative assessment naturally flows through teacher observations. Teachers might find it easier to focus attention on a designated 'small' group of students to more efficiently monitor the acquisition of skills in class, on the playground, in structured and unstructured settings. Incidences and/or activities contribute a small amount of information but each piece helps to inform the teaching process. Anecdotal notes, charts, checklists, spreadsheets, rubrics, and Students Achieve are but a few of the ways to 'collect data'.

### Summative Assessment

Over time, teachers will have record of a variety of observations for all students. Taken together, this body of evidence can provide a useful profile of student development. The information provided to students and to parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of the skills of citizenship & social responsibility.



*"Don't look at developing positive character in students as an 'add-on' to the plate but rather, look at it as **THE PLATE** from which to base your work."*

*Steve Seskin, author of Don't Laugh at Me*

## EARLY YEARS



STUDENT	INDICATORS	OBSERVABLE SKILLS...
<p><i>Demonstrates</i></p> <p><b>1. Respect &amp; Integrity</b></p>	<ul style="list-style-type: none"> <li>▪ Treats self &amp; others with worth &amp; dignity.</li> <li>▪ Treats all property &amp; the environment as their own.</li> <li>▪ Tells the truth.</li> <li>▪ Is reliable, dependable, &amp; trustworthy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ treats others fairly</li> <li>▪ is welcoming, kind, &amp; helpful</li> <li>▪ encourages/compliments others</li> <li>▪ is willing to apologize</li> <li>▪ values the property of others</li> <li>▪ is considerate of the belongings of others</li> <li>▪ cleans up personal &amp; communal space</li> <li>▪ follows the basic class/school rules</li> <li>▪ makes time for others to participate</li> <li>▪ offers &amp; accepts apologies</li> <li>▪ takes responsibility for actions</li> <li>▪ accepts the consequences of their actions</li> <li>▪ shares own point of view</li> <li>▪ speaks the truth</li> <li>▪ does what they say they will do</li> <li>▪ completes given tasks</li> <li>▪ seeks solutions</li> </ul>
<p><i>Shows:</i></p> <p><b>2. Empathy &amp; Compassion</b></p>	<ul style="list-style-type: none"> <li>▪ Seeks to understand ideas &amp; opinions of others.</li> <li>▪ Is sensitive towards the feelings of others.</li> <li>▪ Is concerned about the welfare of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ accepts differences in others</li> <li>▪ listens to other points of view</li> <li>▪ is able to repeat that point of view without agreeing or disagreeing</li> <li>▪ shows concern for safety of others</li> <li>▪ shows courage &amp; perseveres in problem solving</li> <li>▪ takes a stand for what is right even if it's unpopular</li> <li>▪ interprets the feelings of others</li> </ul>
<p><i>Practises:</i></p> <p><b>3. Independence &amp; Cooperation</b></p>	<ul style="list-style-type: none"> <li>▪ Works independently.</li> <li>▪ Participates &amp; engages in group activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ participates in group work</li> <li>▪ makes time for others to participate</li> <li>▪ volunteers to help, to prepare, to clean up</li> <li>▪ follows basic rules for working in groups</li> <li>▪ organizes materials understands that behaviour affects that of others</li> <li>▪ can set goals for personal improvement</li> <li>▪ can work with others to achieve classroom goals</li> <li>▪ knows when to ask for help</li> <li>▪ completes work within timelines</li> </ul>
<p><i>Exercises:</i></p> <p><b>4. Self-Control</b></p>	<ul style="list-style-type: none"> <li>▪ Understands they have a choice over behaviour.</li> <li>▪ Takes responsibility for behaviour choices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ understands they have a say in establishing class rules</li> <li>▪ can identify alternative solutions to behaviour</li> <li>▪ can explain the effect of their behaviour on others</li> <li>▪ tries to resolve conflict independently but knows when to ask for help</li> <li>▪ can act as a peacemaker</li> <li>▪ uses proactive language "I" vs "You" statements</li> <li>▪ talks honestly about his behaviour</li> </ul>

## **SOME INSTRUCTIONAL IDEAS FOR TEACHERS...EARLY YEARS**

- Develop a vocabulary list associated with character traits; post the list on a bulletin board.
- Do WORDWALL activities using character trait vocabulary.
- Use literature to initiate discussions.
- Learn songs related to traits. (i.e. RESPECT, by Aretha Franklin)
- Use T-Chart for looks like, sounds like, feels like activities.
- Student pays attention to the number of times in a day/week he/she demonstrates any/all of the traits: What things do you do to be successful? Student charts his/her findings, keeps a list in his/her journal; etc.
- Use prompts to reflect on/write about those situations described above: (i.e. Things I learned to help me demonstrate \_\_\_\_\_; I need help with\_\_\_\_\_.)
- Students describe the results of practising good character. (looks like/feels like/sounds like)
- Role-play 'case studies' depicting character traits. (see Intranet)
- Provide students with opportunities to problem solve. (i.e. "How can we avoid everyone talking at once? Should the teacher decide who gets to speak? etc.)
- Engage students in cooperative learning strategies with a focus on social skills.
- Talk about looking after equipment/property at school, while out on field trips, etc.
- Give students the opportunity to provide positive feedback to their peers.
- Encourage students to talk about and practice good sportsmanship, give & receive compliments to acknowledge peer improvement in skills.
- Student pays attention to the number of times in a day/week he/she practices self-control. (i.e. Things I do to be successful; student journals his/her findings.)
- Student journals about those times he/she notices someone starting to lose self-control but making good choices in regaining control.
- Student engages in "I" messages (taking responsibility) vs. "YOU" messages. (accusatory)
- Brainstorm as a class on things 'to do' to correct a situation vs. reporting to an adult.
- Role play a variety of situations and decide whether the incidences are for reporting.
- Talk about when it's safe for a student to step into a heated situation.

## REPORTING...EARLY YEARS

**M** = Student **M**eets the Standards

**G** = Area for **G**rowth

STANDARDS		
<b>The student:</b>		
1. Demonstrates respect & integrity.		
2. Shows empathy and compassion.		
3. Practices independence & cooperation.		
4. Exercises self-control.		
<p><b>COMMENTS</b> (<i>Areas for <u>celebration</u>, <u>growth</u> &amp; <u>strategies for improvement</u></i>)</p>		

### \*\*\*REMINDERS:

- As in all other subject areas, there should be 'no' surprises for students & parents in the summative assessment piece of citizenship & social responsibility. Therefore, ongoing communication between teachers, parents, and students over the course of any given reporting period about progress in citizenship & social responsibility is critical.
- Students are regularly provided with meaningful opportunities for self-assessment in citizenship:
  - a) to help them engage in and monitor their progress
  - b) to assist them in setting goals for growth
- The information provided to students and parents in a summative assessment of citizenship and social responsibility reflects a student's most consistent demonstration of citizenship & social responsibility skills.

## MIDDLE YEARS



STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<p><i>Demonstrates:</i></p> <p><b>1. Respect &amp; Integrity</b></p>	<p>Student demonstrates trustworthiness.</p>	<ul style="list-style-type: none"> <li>▪ follows the rules (i.e. school, classroom, etc.)</li> <li>▪ tells the truth</li> <li>▪ accepts responsibility &amp; consequences for actions</li> <li>▪ actions represent their words (i.e. <u>Students do as they say they will do.</u>)</li> </ul>
	<p>Student values the well-being of self, others, &amp; property.</p>	<ul style="list-style-type: none"> <li>▪ shares personal view points</li> <li>▪ demonstrate personal hygiene</li> <li>▪ cares for personal belongings</li> <li>▪ is considerate of the belongings of others</li> <li>▪ invites and makes time for others to participate and share ideas and opinions</li> <li>▪ is considerate of the feelings &amp; opinions of others</li> <li>▪ is willing to apologize</li> <li>▪ cleans up personal and communal space</li> <li>▪ is respectful of the norms and conventions of the environment/culture</li> <li>▪ student openly confronts; seeks the source of information vs. gossiping or talking behind one's back</li> </ul>
<p><i>Shows:</i></p> <p><b>2. Empathy &amp; Compassion</b></p>	<p>Student seeks to understand the point of view of others without necessarily agreeing.</p>	<ul style="list-style-type: none"> <li>▪ stands by their opinion without putting others down.</li> </ul>
	<p>Student seeks to understand ideas &amp; opinions of others.</p>	<ul style="list-style-type: none"> <li>▪ asks for opinions</li> <li>▪ shows an <u>awareness</u> of community &amp;/or global issues (i.e. is informed &amp; concerned about what's happening in the community and outside the school setting)</li> <li>▪ is able to talk about current events</li> <li>▪ makes connections between home and school, the community, etc.</li> </ul>
	<p>Student is sensitive to the feelings of others.</p>	<ul style="list-style-type: none"> <li>▪ is aware of body language &amp; the communication therewith</li> <li>▪ speaks in a calm tone</li> <li>▪ is considerate: doesn't need the teacher or the adult to be the enforcer</li> <li>▪ is genuine when considering others</li> </ul>
	<p>Student is concerned about the welfare of others.</p>	<ul style="list-style-type: none"> <li>▪ tries to help; volunteers</li> <li>▪ mentors &amp; acts as a buffer or a peacemaker</li> <li>▪ helps others to problem solve</li> <li>▪ is willing to be part of the solution</li> <li>▪ knows the difference between gossiping and reporting</li> </ul>

STUDENT:	INDICATORS	OBSERVABLE SKILLS...
<i>Practises:</i> <b>3. Independence &amp; Cooperation</b>	Student takes on leadership roles and/or participates in school activities.	<ul style="list-style-type: none"> <li>▪ gives positive feedback to peers</li> <li>▪ encourages others to participate</li> <li>▪ participates in activities outside the classroom (i.e. student's union, Hi-Q, speech arts competitions, drama, choir, etc.)</li> <li>▪ models appropriate behaviours to peers</li> <li>▪ tries to mediate conflict</li> </ul>
	Student willingly engages in group activities	<ul style="list-style-type: none"> <li>▪ is productive (i.e. accomplishes his/her tasks)</li> <li>▪ shows a positive attitude</li> <li>▪ is accepting of other group members</li> </ul>
	Student values teamwork.	<ul style="list-style-type: none"> <li>▪ is willing to engage in conflict resolution</li> <li>▪ respects the contribution of others</li> <li>▪ willing to compromise</li> <li>▪ fulfills the role established by the group</li> </ul>
<i>Exercises:</i> <b>4. Responsibility</b>	Student participates in & respects the democratic process.	<ul style="list-style-type: none"> <li>▪ helps to establish and maintain classroom rules</li> <li>▪ is willing to participate in community endeavours (i.e. Coats for Kids/ Christmas hampers; etc.)</li> <li>▪ is willing to negotiate (i.e. through behaviour contracts; is willing to compromise)</li> <li>▪ asks probing questions to make informed decisions. (i.e. doesn't accept superficial answers or politically correct statements.)</li> <li>▪ is willing to discuss the un-discussable...</li> </ul>
	Student takes ownership of choices & consequences	<ul style="list-style-type: none"> <li>▪ can plan for growth (i.e. sets realistic goals, smart goals; follows through with the how to)</li> <li>▪ makes healthy lifestyle choices (i.e. good nutrition, fitness, sleeping patterns, balance play with work)</li> <li>▪ is willing to engage in dialogue of a reflective nature</li> <li>▪ can identify alternative solutions to behaviour</li> <li>▪ sincerely apologizes</li> <li>▪ can explain the effect of his/her behaviour on others</li> <li>▪ accepts personal responsibility for actions</li> <li>▪ accepts consequences</li> </ul>
	Student understands the decision-making process	<ul style="list-style-type: none"> <li>▪ is willing to consider possibilities &amp; alternatives</li> <li>▪ respects the will of the group</li> <li>▪ makes contributions</li> </ul>

## **SOME INSTRUCTIONAL IDEAS FOR TEACHERS...MIDDLE YEARS**

- Establish & use vocabulary that reflects the standards.
- Create visuals throughout the school to illustrate the standards (i.e. students make courtesy quilts, wall of courage, posters, bulletin boards, etc.)
- Use relevant themes & topics from literature, music, art, movies, video clips, media, newspapers, etc. to initiate class discussions on character development.
- Track targeted behaviors that support the standards through journals, behavior frequency charts, 'caught ya being good', etc.
- Use prompts with students to help them reflect/discuss situations/scenarios, etc. and set goals.
- Students develop and sign behavioral contracts (i.e. anti-bullying).
- Promote monthly character development themes on announcements, in newsletters, in contests, etc. (i.e. students who have been recognized for demonstrating the standards have their names in a monthly draw).
- Provide opportunities for student leadership: (i.e. students teaching students, older mentoring the young via presentations, assemblies, student union initiated fundraiser activities for charities, intramurals, team sports, etc.)
- Provide students with opportunities to get involved in problem-solving activities: (i.e. peer conflict resolution, class or grade meetings, round table discussions, fishbowl discussions, etc.)
- Use the formal 'cooperative learning' strategy with assigned roles for students in social skills.
- Develop rubrics with students: (i.e. in PE) to assess good sportsmanship.
- Provide opportunities for students to give positive feedback to their peers: (i.e. at the end of a class, take 5 minutes to have students say something positive about peers; create a book of positive feedback comments for the Star of the Week, etc.)
- Be spontaneous and use the teachable moments to your advantage: (i.e. use conflict resolution situations as an opportunity to teach students positive strategies and words).
- Provide students with opportunity to have a voice and negotiate situations respectfully.
- Be deliberate in teaching students to 'respectfully' question those in authority.
- Plan and build subject area units with focused character education activities in mind.
- Help students describe situations that demonstrate compromise: (i.e. in PE, Health, LA, SST, etc.)
- Create a problem-solving/decision-making model with students.

- Find ways to help students see how they can give back to their community: (i.e. Coast for Kids, CIBC Run for the Cure, Road to Recovery, etc.)
- Provide students with self-assessment sheets at the end of a unit to include social skills: (i.e. how well they worked together, etc.)
- Help students set up e-pals, blogs, etc. to help them make connections with members of the global community.
- Be a role model for character education: (i.e. be willing to compromise, negotiate, participate actively, show respect, have integrity about your work, show empathy & compassion, demonstrate responsibility, practice team work, etc.)
- Involve students in the establishment of rules; display rules in the classroom.
- Use teachable moments to your advantage: a difference in self-assessment between student & teacher/adult/parent assessments should lead to good conversation and learning.

## REPORTING...MIDDLE YEARS

**M = student Meets the standard**

**G = is an area for Growth**

STANDARDS	M	G
<b>The student:</b>		
1. Demonstrates respect & integrity.		
2. Shows empathy and compassion.		
3. Practices independence & cooperation.		
4. Demonstrates responsibility.		
<b><u>COMMENTS</u></b> <i>(Areas for <u>celebration</u>, <u>growth</u> &amp; <u>strategies for improvement</u>)</i>		

### \*\*\*REMINDERS

- As in all other subject areas, there should be 'no' surprises for students & parents in the summative assessment of citizenship & social responsibility. Therefore, ongoing

communication between teachers, parents, and students over the course of any given reporting period about progress in citizenship & social responsibility is crucial.

▪ Students are regularly provided with meaningful opportunities for self-assessment in citizenship:

- a) to help them engage in and monitor their progress
- b) to assist them in setting goals for growth

▪ The 'summative' assessment in citizenship and social responsibility is arrived through collaboration, using a team approach. Although the homeroom teacher is likely the most responsible person for filling in the report card (**M** or **G**) including the "**Comments**", all teachers who teach the student are responsible to provide input into the citizenship and social responsibility assessment.

▪ The information provided to students and to parents in a summative assessment of citizenship reflects a student's most consistent demonstration of citizenship & social responsibility skills.

**\*\*Teachers are to avoid weightings of any kind in this area.**

## **ADDITIONAL IDEAS FOR TEACHERS...EARLY & MIDDLE YEARS**

### **Using the Standards to Teach Social Skills**

- Model, model, model! Help students walk the talk. What we know is not always what we do; rehearse, reflect, act on.
- Integrate the standards & find connections with other initiatives (i.e. into all subject areas, health days, advisement, etc.)
- Refer to standards in class discussions.
- Build rubrics with students for each area.
- Build "Looks like/Sounds like" T-Charts.
- Buddy up with teachers & schools who have a good handle on citizenship (i.e. in the teaching of the standards, assessment of and for learning) to learn more about best practices.
- Celebrate student successes (i.e. assemblies, newspaper write-ups) .
- Have posters in the hallways depicting the standard areas.

### **Student Self-Assessments**

- Students learn to set SMART goals: specific, measurable, attainable, reachable and time bound.
- Students are provided with opportunities to give examples of how they meet the standards and/or how they struggle with growth in certain areas.
- Students measure success using bar graphs, checklists, rubrics, etc.
- Students are given the opportunity to co-create the self-assessment instruments as well as provide input into the measures.

- Older students can buddy with younger ones to help them succeed in achieving their citizenship goals (i.e. encourage, remind, etc. in the playground especially).
- Students work on a citizenship goal along with an achievement goal in a given month/term.
- Students are given time to reflect on their achievement and monitor growth & progress through:
  - a) Self-assessment instruments
  - b) Peer assessment instruments
  - c) Goal setting opportunities

### **Assessment for Learning (Formative)**

Teachers can collect information/data that supports teaching of skills through:

- Observations
- Anecdotal checklists
- Communication with colleagues & students
- Student projects
- Assignments
- Student contributions in advisory groups
- Student portfolios

### **Assessment of Learning (Summative)**

Teachers can monitor student learning and assess progress through:

- Student PowerPoint presentations that demonstrate understandings of key learning in citizenship
- Student reflections of goals through writing: journals, essays, etc.
- Student portfolios

## **Additional Ideas for Teachers... con't**

### **The Report Card: Most Responsible Person**

- Conversations and communication about citizenship and social responsibility between parents, students and teachers are happening long before report card time.
- Student self-assessments are always taken into consideration in both formative & summative assessments.
- In middle year's schools, the teacher who sees the students most often (i.e. homeroom teacher) might have the responsibility of completing the citizenship section of the report card. However, the summative assessment is arrived at through the collaboration of ALL teachers who teach the same student and the 'team' agrees on the final "M" or "G" assessment, including comments on celebrations, area for growth, and strategy for improvement.

## **Parent Role in Citizenship & Social Responsibility**

- Help parents understand the school community their children are in.
- Provide parents with a clear understanding of the standards for citizenship. There should be no surprises.
- Provide updates about citizenship in your monthly school newsletters to parents.
- Provide resources to parents about character education (see Selected Bibliography for ideas).
- Invite parents to 'education nights' (i.e. a bullying information session).
- Invite & involve parents in school assemblies especially when there is a focus on recognition of positive citizenship and social responsibility.
- Welcome parents in schools and in your classrooms.



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[office@sacs.ca](mailto:office@sacs.ca)

## **ACKNOWLEDGMENTS**

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- j. Randy Clarke, Deputy Superintendent, Parkland School Division #70

- k. Harry Wagner, Director of Curriculum, Learning Services, Parkland School Division # 70
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- n. Darlene Smith, Administrative Assistant, Learning Services, Parkland School Division #70
- o. Parents and Students
- p. Business & Community Partners of Spruce Grove, Stony Plain and the Parkland School Division

## **PILOT TEAMS**

### **3. *Grade 3 Pilot Schools (2004)***

- i. Broxton Park School
- ii. Duffield School
- iii. École Queen Street School
- iv. High Park School

### **4. *Early Year's Pilot Schools (2005)***

- i. École Broxton Park School
- ii. Duffield School
- iii. Entwistle School
- iv. Graminia Community School
- v. High Park School
- vi. École Meridian Heights School

### **3. *Middle Year's Pilot Schools (2006)***

- viii. École Broxton Park School
- ix. Graminia Community School
- x. Greystone Centennial Middle School
- xi. École Meridian Heights School
- xii. Muir Lake School
- xiii. Seba Beach School
- xiv. Tomahawk School

# CONTROVERSIAL ISSUES AND RESOURCES

## Background

Studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society.

Such study provides students opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

## Procedures

1. Each Principal, in consultation with the staff and School Council, is to establish procedures for dealing with controversial issues and resources.
2. School procedures shall:
  - 2.1 Promote that the sensitivity of the community be considered by having staff, students and parents involved in identifying controversial issues;
  - 2.2 Ensure information regarding controversial materials represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law;
  - 2.3 Reflect the maturity, capabilities and educational needs of the students;
  - 2.4 Meet the requirements of provincially prescribed and approved courses, programs of study and education programs;
  - 2.5 Reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.
3. Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to minimize the possibility that students and others are ridiculed, embarrassed or intimidated for positions they hold on controversial issues.
4. Schools play a supportive role to parents in the areas of values and moral development and shall handle parental decisions in regard to controversial issues with respect and sensitivity.

Reference: Sections 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Canadian Charter of Rights and Freedom, Constitution Act, 1982  
Guide to Education ECS to Grade 12

## **HUMAN SEXUALITY PROGRAM**

### **Background**

Instruction in human sexuality must be in accordance with the K-9 Health and Life Skills and the Career and Life Management Programs of Study as approved by Alberta Education.

### **Procedures**

1. Principals shall ensure that guardians of students:
  - 1.1 Have access to information about the learning outcomes of the Health and Life Skills K-9 and CALM programs of study;
  - 1.2 Can, on their request, preview the learning materials used in teaching the outcomes related to human sexuality;
  - 1.3 Are advised, at the beginning of the school year, of their right to exempt their child from the human sexuality components of the programs of study.
2. If a guardian should request that a student be exempt from instruction in human sexuality the school shall provide alternative instruction for the student.
3. Alberta Education resources shall be used to support the Programs of Study as they relate to the human sexuality outcomes.
4. Community resources and personnel must be approved by the Principal.

Reference: Sections 18, 20, 39, 50, 60, 61, 113 School Act  
Ministerial Directive 4.1.2 – Human Sexuality Education  
Guide to Education ECS to Grade 12

## **RELIGIOUS MATERIALS IN SCHOOLS**

### **Background**

The distribution in schools of sacred writings, where there is worldwide adherence to some basic doctrines/ceremonies, is supportive of the ethical and spiritual values of public education.

### **Procedures**

1. The distribution in schools of sacred writings, writings dedicated to or reserved for the worship of a deity, of major religions is at the sole discretion of the Principal and may be authorized for distribution in schools under the following conditions:
  - 1.1 Materials are free;
  - 1.2 Only the unedited and uninterrupted writings - in whole or in part - may be distributed;
  - 1.3 Parents have authorized consent through an "Opt in" form/card.
  - 1.4 Distribution can occur in one or more schools, at any grade, at any time of the year;
  - 1.5 Schools are encouraged to have the sacred writings of various religions as reference material in school libraries.
  
2. Where the distribution of religious materials is deemed to be for the advancement of religion or a particular religion, staff is to ensure that school time is not made available to provide an "audience" for the distributor. Such events are to be scheduled outside of the school day and are not to be school sanctioned. In particular, the following activities are all prohibited:
  - 2.1 The taking up of collections or the selling of religious subscriptions;
  - 2.2 The distribution of religious advertising materials;
  - 2.3 The distribution of religious questionnaires or surveys;
  - 2.4 Promoting the sale of religious supplies, articles or materials.

Reference: Section 3, 20, 50, 60, 61, 113, School Act  
Guide to Education ECS to Grade 12

Revised May 2011

## **PATRIOTIC EXERCISES**

### **Background**

The children of Canada are to be taught to be proud of their Canadian citizenship. Thus, patriotic exercises at the beginning of each school day shall exist in all Division schools.

### **Procedures**

1. The Principal shall ensure:
  - 1.1 The Canadian and Provincial flags are prominently displayed at each school during the regular school term and that the flags are in good condition.
  - 1.2 Arrangements for a Remembrance Day ceremony on November 11 will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
  - 1.3 The observance of two (2) minutes of silence on November 11 from 11:00 a.m. to 11:02 a.m.
  - 1.4 That when Remembrance Day falls on a non-school day, procedures 1.2 or 1.3 will be complied with on the school day immediately preceding Remembrance Day.
  - 1.5 If a ceremony is held at the school, all students shall either attend the ceremony or remain in the school, silent, during the ceremony.
2. That "O Canada" is either sung or played at the beginning of each school day in all Division schools.

Reference: Sections 20, 26, 50, 60, 61, 113 School Act  
Remembrance Day Act

# EARLY CHILDHOOD SERVICES

## Background

Early Childhood Services (ECS) is a voluntary program, the objective of which is to integrate educational, health, social, and recreational services for pre-school aged children. The program is to strengthen the sense of dignity and self worth of the child and provide parents opportunities to actively participate in their children's programming.

## Procedures

The Division shall provide an Early Childhood Services Program designed to enhance student abilities and skills, and address children's developmental needs.

1. ECS programs will utilize an integrated approach to learning which involves parents, staff and community, and reflects the basic principles documented in Administrative Procedure 210 Appendix.
2. The program will be consistent with the Philosophy, Goals and Program Dimensions prescribed by Alberta Education and the Division.
3. Eligibility for entrance to ECS programs will be as outlined in Administrative Procedure 300.
4. Enrollment in ECS is voluntary.
5. Current provincial regulations with respect to safety standards, programs, policies, teachers, records, finance, and insurance will be strictly maintained.
6. Each severely disabled child for whom a Program Unit Fund has been accessed will be served through an individualized program plan.

Reference: Section 8, 30, 60, 61, 113, School Act  
Early Childhood Regulation 31/2002  
Early Childhood Policy 1.1.3  
Funding Manual for School Authorities  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Policy 13 – Appeals and Hearings Regarding Student Matters

### EARLY CHILDHOOD SERVICES PRINCIPLES

Early Childhood Services is based on the following principles:

1. Human development is a continuous, sequential, interactive process.
2. Early childhood is a particularly significant period in human development.
3. The self-concept is important in human development.
4. Children learn through interaction with their environment.
5. Play is essential to the child's development.
6. Parents are primary agents in the child's development.
7. There is a need for coordinated responsive services.

Reference: Section 8, 30, 60, 61, 113, School Act  
Early Childhood Regulation 31/2002  
Early Childhood Policy 1.1.3  
Funding Manual for School Authorities  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education  
Policy 13 – Appeals and Hearings Regarding Student Matters

## **ENGLISH AS A SECOND LANGUAGE**

### **Background**

Every student is entitled to receive school instruction in English and therefore the provision of English as a second language (ESL) programming to students who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English, is supported by the Division.

### **Procedures**

1. Principals are responsible for ensuring that:
  - 1.1 School level procedures are in place for receiving, assessing, placing, monitoring and evaluating ESL students.
  - 1.2 Appropriate instructional programming is developed and implemented with attention given to the linguistic, cultural, and academic needs of students.
  - 1.3 Support provided to ESL students encourages the rapid integration of students into the school and community environment.
2. Funding allocations will be provided to schools with eligible ESL student populations.

Reference: Sections 8, 9, 20, 39, 45, 60, 61, 113 School Act  
Policy 1.5.1 – English as a Second Language  
Funding Manual for School Authorities

## **LANGUAGE PROGRAMS**

### **Background**

Student life-long learning opportunities are enhanced through the study of languages. French is an official language in Canada and instruction in French is to be provided in all Division schools. Student learning of additional languages are subject to available school resources and sufficient student interest.

### **Definitions**

#### French Immersion

This program provides the opportunity to students to become functionally bilingual in French as well as English, through intensive French instruction across the curriculum French as a Second Language: This program offers the opportunity to students to learn French and communicate in the language to their desired level of proficiency.

#### Additional Second Languages

Refers to other languages for which programs of study have been prepared and authorized by Alberta Education, including, German, Japanese, Spanish, Cree, Ukrainian, Chinese, Blackfoot, Punjabi, and others.

#### Francophone Education Rights

In accordance with the Canadian Charter of Rights and Freedoms (Section 23) and the policy of Alberta Education, the Board recognizes the rights of specific students to a Francophone Education program.

### **Procedures**

1. French Immersion:
  - 1.1 French Immersion classes will continue to be provided in designated Stony Plain and Spruce Grove Schools provided sufficient numbers of students are registered.
  - 1.2 French Immersion programming at Kindergarten and grade 1 levels is available to all Division children whose parents may choose the program; enrolment of first time French Immersion students in later grades is discretionary by the Principal, subject to his/her review of exceptional circumstances.
  - 1.3 The Alberta Program of Studies shall be used as the basis for the delivery of French Immersion programming.
  - 1.4 Division French Immersion schools will provide instruction in the French language for:

- 75% of total instructional time in ECS to grade 6
  - 60% of total instructional time in grades 7-9
- 1.5 Division French Immersion Graduation Certificate requirements require that students complete:
- French Language Arts 10, 20, 30
  - A minimum of one other subject at Grade 12 level, in addition to FLA 30
  - A total (minimum) of 30 credits in French Immersion Senior High
2. French as a Second Language:
- 2.1 All students from grade 4 through 6 are expected to participate in French as a Second Language instruction. In extraordinary circumstances parents or principals may make representation to the Superintendent or designate about possible exceptions.
- 2.2 Principals may require mandatory enrolment in French as a Second Language Programs in grades 7 through 9.
- 2.3 Students will have the opportunity to continue their learning and enhance their proficiency by accessing French as a Second Language, through grade 12, where sufficient numbers of students are registered.
- 2.4 The instructional time allotments in grades 4 through 9 shall be guided by the provincial recommendation and by the intended learner outcomes identified in the program of studies.
3. Additional Languages:
- 3.1 Other second language programs as approved by Alberta Education may be offered in Division grade K-12 settings, provided student interest and enrolment is sufficient.
- 3.2 It is expected that Division middle years and senior high school administrators will plan collaboratively to ensure consistency and continuity in the provision of second language course offerings.
4. Francophone Education:
- In compliance with the Charter of Rights and Freedoms, (Section 23) and the policies of Alberta Education, the Superintendent will direct eligible students to the nearest Francophone Regional Authority. Such direction is subject to supportive interpretation of “where numbers warrant”; parents of eligible students are to contact the Superintendent’s office for further information.

Reference: Sections 6, 9, 10, 11, 20, 21, 45, 60, 61, 113 School Act  
 Section 23, Canadian Charter of Rights and Freedom  
 Policy 1.5.2 – French as a Second Language and French Language Immersion  
 Policy 1.5.3 Languages Other Than French or English  
 Guide to Education ECS to Grade 12

# PROGRAMMING FOR STUDENTS WITH EXCEPTIONAL NEEDS

## Background

The Division is committed to providing programming and services that are designed to meet the needs and abilities of K-12 children/students with exceptional (or special) needs. The Division will act in the best educational interests of students and to provide quality programming for all students with exceptional needs.

## Definitions

### Students with Exceptional Needs (Also Termed Special Needs)

- Children described in Alberta Education Policy 1.1.3 (Early Childhood Services) and students described in Section 47, School Act as being in need of special education programming because of their behavioral, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics;
- Children or students who may require specialized health care services; or
- Those who are considered to have outstanding capabilities.

### Special Education Programming

Programming based on the results of ongoing review, timely assessment and evaluation, described in an Individualized Program Plan (IPP) with specific goals and objectives for educational services that meet the student's needs and abilities.

### Individualized Program Plan (IPP)

A concise plan of action designed to address the student's exceptional/special needs, abilities and one or more disabilities, based on diagnostic information which provides the foundation for intervention strategies. All K-12 students with special needs from severely disabled to those students with outstanding capabilities, require IPP's.

### Regular Program Adaptation (RPA)

A programming adjustment designed to accommodate the needs of a student who may be experiencing learning difficulties, but who is not deemed to have special needs. Generally, an RPA is a written communication between school and home, outlining the nature of the adaptation or accommodation provided to the student, while allowing him/her to study regular curriculum.

### Neighbourhood or Local School

The school that a child would normally attend with siblings and neighbours within a designated attendance area. Note: The local school serves as a first point of access for all students entering the Division.

### Regular Classroom

A setting in which students are brought together for instructional purposes with program accommodations to meet the diverse and unique needs of each student.

### Specialized Program

A special education program that uses a cluster or congregated model as the basis for serving a number of students with special needs that are characteristically similar.

### School Support Team

A group of school-based staff (including administrator, counselor, special education resource person and other interested staff) who meet regularly for the purpose of reviewing the performance of students with special needs and supporting colleagues and/or parents with ideas about programming, interventions or transition planning.

### Outstanding Capabilities

Refers to a student's exceptional potential and/or performance across a wide range of abilities in one or more of the following areas:

- General intellectual
- Specific academic
- Creative thinking
- Social
- Musical
- Artistic
- Kinesthetic

### **Procedures**

1. The Superintendent delegates to principals responsibility for implementing and evaluating special education programming at the school site.
2. Education programs and services for children and students with special needs shall be in accordance with Sections 47 and 48 of the School Act and Alberta Education Policies 1.1.3 (Early Childhood Services), 1.6.1 (Education Placement of Students with Special Needs) and 1.6.2 (Special Education).
3. Special education programs for children and students shall be offered in the most enabling environment, with first consideration given to serving students with exceptional needs through appropriate programming at each child's/student's designated school.
4. Any decision to provide a child or student with a specialized programming placement must involve consultation between the school, the parents and students (where appropriate) and as necessary, system learning services personnel.

5. Principals considering service to students with special needs in cross-boundary or out-of-system placements must communicate with the Student Services Director or facilitators as part of their decision-making process.
6. To meet the needs of students and children, Principals and Division Learning Services personnel shall work with members of the community in initiatives designed to address the needs of “at-risk” students and to improve services for children and families.
7. Schools shall identify one or more designated resource persons for special education purposes and, further, shall maintain “school support teams” as one means for building school level capacity in matters related to special education programming.
8. Together with the school staff, and in an environment that encourages teamwork between school and families, the Principal of each school:
  - 8.1 Shall develop processes for:
    - 8.1.1 The referral of students thought to have special needs, and then the assessment and identification of any exceptional needs or abilities;
    - 8.1.2 Developing and implementing Individual Program Plans as soon as is reasonably possible following the identification and assessment of a student’s special needs. School staff are to act promptly to review programming and revise IPP’s for students known to have special needs in a previous year and also are to seek cumulative or student record files from other schools as quickly as possible;
    - 8.1.3 Ensuring that placement and programming decisions are based on appropriate, current and well-documented student assessments and related information, and that this information base is maintained at the school;
    - 8.1.4 Requiring that appropriate staff engage in ongoing assessment and regular evaluation of the individual progress of these students;
    - 8.1.5 Allocating adequate resources to support programming for students with exceptional needs and abilities;
    - 8.1.6 Determining staff development needs in special education and coordinating professional development opportunities for teachers and education assistants, as necessary;
    - 8.1.7 Establishing a “school support team” or similarly named group as a means for building school capacity in service to students with special needs.
  - 8.2 Shall provide opportunity for meaningful consultation with, and involvement of, parents of students with exceptional needs and with students themselves, wherever that is appropriate, by:
    - 8.2.1 Specifically inviting parents and students to be involved in discussions related to programming;

- 8.2.2 Providing opportunity for parents and students to participate with staff in goal-setting and IPP development in a team context;
  - 8.2.3 Inviting parents and students to participate in regular reviews of the programming, specifically during but not limited to the school's scheduled parent-teacher reporting periods;
  - 8.2.4 Offering choices to parents and students, where possible and/or appropriate, in relation to programming matters;
  - 8.2.5 Providing information to parents and students regarding appeal procedures at the school and Division levels;
  - 8.2.6 Ensuring transition plans and processes are carefully designed and communicated to students, parents and staff in all relevant school sites.
- 8.3 Shall ensure that students identified as having one or more disabilities are served through an Individualized Program Plan (IPP) which clearly identifies all required elements as described in Alberta Education Policy, including:
- 8.3.1 Special education and related services to be provided;
  - 8.3.2 Long-term goals and short-term objectives;
  - 8.3.3 Assessment procedures and diagnostic information on which the plan is based;
  - 8.3.4 Review dates, results and recommendations;
  - 8.3.5 Placement plans for students who are served outside the regular classroom;
  - 8.3.6 Placement plans to reintroduce students to the regular classroom; and
  - 8.3.7 Placement plans to reintroduce students to the regular classroom who have previously been withdrawn.
- 8.4 Shall ensure that programming is developed and implemented for students with outstanding capabilities, giving consideration to:
- 8.4.1 The nature of the school's overall approach to serving students with outstanding capabilities;
  - 8.4.2 The nature of differentiated programming opportunities developed by staff at that school to address the needs and abilities of such students; and
  - 8.4.3 Parental requests, where the Principal, staff and parent determine that a student has outstanding capabilities that can be addressed in consultation and collaboration with school staff in the school setting.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113, 123, 124, 125 School Act  
 Student Record Regulation 71/99  
 Early Childhood Services Policy 1.1.3  
 Education Placement of Students with Special Needs Policy 1.6.1  
 Special Education Policy 1.6.2  
 Guide to Education ECS to Grade 12  
 Standards for Special Education

## **KNOWLEDGE AND EMPLOYABILITY COURSES**

### **Background**

The Division acknowledges the need to provide learning opportunities and a learning environment in which all students are encouraged to develop to the optimum level of their potential.

### **Procedures**

1. For students experiencing difficulty in regular Grade 8-12 programs the Division supports the implementation of Knowledge and Employability Courses of study designed to develop student workplace skills while supporting continued growth in core academic subjects.
2. Knowledge and Employability courses may be offered in middle years and senior high schools where numbers warrant and where students and parents are informed about the nature and intent of the coursework.

Reference: Sections 18, 20, 39, 54, 60, 61, 113 School Act  
Integrated Occupational Program Policy 1.4.2  
Off Campus Education Policy 1.4.3  
Guide to Education ECS to Grade 12  
Standards for Special Education  
Off-Campus Education Guide for Administrators, Counselors and Teachers

# OFF-CAMPUS EDUCATION

## Background

The Division recognizes the value of allowing students to participate in workplace experiences at various work sites in the community, with the belief that such practical off-campus experiences will support the development of appropriate student skills, knowledge and attitudes. The Division authorizes the offering of off-campus education programs by its secondary schools.

## Procedures

1. The Principal will:
  - 1.1 Review the suitability of workstations/worksites for off-campus education (may include Knowledge and Employability courses, Registered Apprenticeship programs, work study and work experience, Green Certificate, Career and Technology Studies and locally developed courses);
  - 1.2 Approve such sites on an annual basis, and inform the Superintendent or designate of approved sites;
  - 1.3 Ensure that the provincial requirements for off-campus study are well understood by teachers whose role will include supervision of off-campus programming;
  - 1.4 Monitor to ensure compliance with provincial requirements;
  - 1.5 Communicate with parents about the intent of off-campus programming and gain the consent of parents (or the student, if he or she is 16 years of age or older) for student participation in such programming.

Reference: Sections 18, 20, 39, 54, 60, 61, 113 School Act  
Student Record Regulation 71/99  
Off Campus Education Policy 1.4.3  
Guide to Education ECS to Grade 12  
Off Campus Education Guide for Administrators, Counsellors and Teachers, 2000  
Registered Apprenticeship Program: Information Bulletin February 2003  
Freedom of Information and Protection of Privacy Act  
Section 75 Employment Standards Code  
Labour Relations Code  
Occupational Health and Safety Act  
Worker's Compensation Act  
Youth Criminal Justice Act

# OUTREACH PROGRAMS

## Background

The Division believes that it has a responsibility to provide programming for those students who may be unable to benefit fully from a traditional school program, including those who may be at risk of school failure or non-attendance, for social, emotional, behavioral, physical, health or other reasons.

## Procedures

1. Approval of Outreach programs is by the Superintendent or designate and administration of Outreach programs is under the authority of a Principal.
2. Outreach programs are to be run as stand alone schools at locations separate from regular schools.
3. Students wishing to participate in Outreach programs are to:
  - 3.1 Be recommended by the school at which they would normally be attending and have the support of a parent/guardian, unless they have status as “independent” students.
  - 3.2 Be fully aware of both the possible benefits and potential limitations of the Outreach program.
  - 3.3 Be expected to complete a minimum number of courses and maintain satisfactory performance, as determined by the Principal.
4. Adult students 20 years of age or older on September 1 of a school year may be able to access courses from an Outreach Centre, subject to payment of a course fee established annually by the Board and an assessment by the Principal as to the student’s suitability for the program.
5. Each Outreach school operating in the Division is expected to develop a student handbook describing such matters as course selections, off-campus learning opportunities, partnerships with community services, agencies, and expectations for students’ attendance performance and course completion.
6. The Outreach program may make additional services available to students, such as personal and career counselling, conflict resolution, study skills training, time management and work experience.
7. The Outreach program administrator (Principal) will, annually prepare a School Results Report for submission to the Superintendent or designate.

Reference: Sections 8, 18, 20, 21, 39, 45, 49, 60, 61, 113 School Act  
Outreach Programs Policy 1.1.4  
Outreach Programs Handbook  
Guide to Education: ECS to Grade 12

# LOCALLY DEVELOPED / AUTHORIZED COURSES

## Background

The local development of school courses to be responsive to local community and student needs, interests, and abilities, or to provide for innovative practices is supported.

## Procedures

1. Locally developed courses must be submitted for approval to the Superintendent or designate. A list of locally developed courses shall be included as an addendum to the School Education Plan.
2. Before a locally developed high school course is submitted to the Superintendent or designate for approval, the course outline must be reviewed with Learning Services prior to being forwarded to the Alberta Education Curriculum Branch for review regarding overlap with provincially authorized curriculum.
3. Courses proposed as locally developed middle years complimentary courses must be reviewed with Learning Services prior to being submitted to the Superintendent or designate for approval.
4. The description for locally developed/authorized courses must include the following elements:
  - 4.1. The name of the school authority and school
  - 4.2. The name of the proposed course
  - 4.3. The grade(s) at which it will be offered
  - 4.4. The philosophy or rationale for the course
  - 4.5. The instructional time assigned to the course
  - 4.6. A statement of the intended learner outcomes for the course, a summary of the course content, including major topics
  - 4.7. The assessment standards for the course
  - 4.8. A statement regarding the extent of overlap, if any, with an existing provincially approved program of studies
  - 4.9. Prerequisite(s) for the course are identified by course name/sequence or series
  - 4.10. Special facilities, spaces or equipment required to teach the course
  - 4.11. Information regarding how identified controversial or sensitive course components/issues will be treated at the school

- 4.12. Risk assessment and identification of health and safety hazards of staff and students including strategies for addressing or mitigating those risks and hazards.
5. All such courses identified in (2) and (3) above must meet all criteria established in policy by Alberta Education.
6. Locally authorized courses must not duplicate provincially authorized courses.
7. The Superintendent or designate is responsible for overseeing the implementation and monitoring of locally developed courses.

Reference: Sections 3, 28, 39, 50, 60, 61, 113 School Act  
Policy 1.2.1 – Locally Developed/ Acquired and Authorized Junior and Senior High  
Complimentary Courses  
Policy 1.2.2 – Locally Developed Religious Studies Courses  
Policy 1.4.3 – Off Campus Education  
Guide to Education, ECS to Grade 12  
Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators

## **ALTERNATIVE PROGRAMS**

### **Background**

In order to allow for increased parental/student choice of learning experiences, public school education of an acceptable standard can be provided through a program delivery model which emphasizes a particular language, culture, religion, or subject-matter or reflects a particular teaching philosophy and/or pedagogy. The Division accepts that alternative programs may be established on the basis of concepts explored, researched and proposed by Division staff, students, parents or community members.

### **Definitions**

#### School Community

The key stakeholders of a school, including parents, staff, students, school councils, school boards and/or community members.

#### Intended Outcomes

The measurable learning and achievement targets set out in an alternative program proposal.

#### Proponent

The individual or group of individuals who submit to the Board a proposal for the establishment of an alternative program.

#### Program Advisory Committee

The group of stakeholders with a particular interest in the alternative program who may wish to provide advice and input to school administrators, the School Council or the Board.

### **Procedures**

1. The following criteria regarding any proposal for the approval and implementation of an alternative program, as defined in Section 21 of the School Act, are established in the Division:
  - 1.1 The proposal identifies a rationale for the establishment of an alternative program and a description of intended outcomes to be achieved through the implementation of the program.
  - 1.2 The education approach to be used is supportable and there is a sufficient number of students to ensure a likelihood of success.

- 1.3 The program meets all requirements of Alberta Education as set out in the School Act, Alberta Education policies, Ministerial Regulations, Guides to Education and the Program of Studies pertinent to the program.
- 1.4 The program complies with all relevant Board policies and administrative procedures.
- 1.5 The alternative program operates as part of an existing Division school, usually housed in or based at an operating school building.
- 1.6 Staffing for the alternative program is consistent with Division staffing procedures.
- 1.7 The program meets the annual education planning and reporting procedural requirements established by the Division.
- 1.8 The alternative program is open to all interested students.
2. A draft program proposal outlining how the alternative program will achieve its intended outcomes, while meeting all provincial and Division requirements, shall be provided to the Board by the Superintendent or designate, along with the Superintendent's or designate's recommendation at least six months in advance of a new school year.
3. If a proposal for the establishment of an alternative program is approved by a Board, the Superintendent will:
  - 3.1 Communicate the decision, in writing, to the proponent along with any special terms or conditions determined by the Board.
  - 3.2 Describe the conditions upon which the alternative program may either gain continuing status or have its operation terminated by the Board.
  - 3.3 Indicate to the applicant the role of the program advisory committee, if it is to be formed, including its relationship to the School Council and to the Principal of the school administering the program.
  - 3.4 Allocate Division resources for purposes of programming support in a manner consistent with the Division's site-based decision making and site-based budgeting procedures.
4. If a proposal for the establishment of an alternative program is not approved by a Board, the Superintendent:
  - 4.1 Will, within 60 days, communicate the decision in writing to the proponent giving the reason(s) for the Board decision and any recourse the applicant may have to address the concerns of the Board.
  - 4.2 Will advise the proponent about his/her right to pursue an application for Charter School status with the Minister.
5. Principals responsible for an Alternative program may establish a "program advisory committee" for the purpose of gathering and communicating information about the alternative program.

Reference: Section 3, 10, 21, 22, 31, 47, 60, 61, 113, School Act  
Charter Schools policy 1.1.1  
Alternative Programs policy 1.1.5

## **CHILD CARE PROGRAMS**

### **Background**

Many families have the need for child care programs during the working day. As a public institution, school facilities are considered accessible and desirable sites for such programming.

### **Procedures**

1. Principals, in consultation with the community, can develop and/or house child care programs, such as before and/or after school programs, pre-school and/or play schools where they are compatible with curricular programs of the school, and where there is space available for such programming.
2. Principals must be satisfied that such child care programs meet all licensing requirements described by the Alberta Child and Family Services Authority legislation and by municipal government policies.
3. Principals shall work with the Associate Superintendent, Business and Finance, to clarify lease arrangements and costs for potential private operators of child care programs.

Reference: Section 60, 61, 113, 116, School Act  
Social Care Facilities Licensing Act

## **DISTRIBUTED / ONLINE LEARNING**

### **Background**

Correspondence/online courses may provide students with an acceptable program alternative.

### **Procedures**

1. The Principal may approve any senior high courses provided they are eligible for credit enrolment unit grants.
2. The supervision and administration of final examinations shall be the responsibility of the Principal.
3. A Principal may approve a student enrolling in a correspondence/online course if any of the following criteria apply:
  - 3.1 Timetable conflicts prevent a student from taking a required course by regular instruction during a school year;
  - 3.2 Limited student enrollments prevent the school from offering a required course during a school year; and
  - 3.3 The Principal recommends that the student enroll in a correspondence/online course due to exceptional circumstances.
4. The Principal shall monitor student progress.
5. Parents shall be informed of progress in the course at regular reporting periods.
6. The Principal or designate shall maintain a record of Alberta Distance Learning Centre (ADLC) registered students and associated course cost.

Reference: Sections 8, 12, 20, 39, 45, 60, 61, 113 School Act

## **COUNSELING SERVICES**

### **Background**

Effective counseling services are important in the development of healthy school climates and they represent a crucial element in improving student achievement.

### **Procedures**

1. Principals, in consultation with staff, are responsible for determining the school site resources best suited to the delivery of guidance and counseling services at the school site.

Reference: Sections 20, 39, 45, 60, 61, 113 School Act  
Policy 1.6.3 – Guidance and Counseling  
Comprehensive School Guidance and Counseling Programs and Services, 1997  
Freedom of Information and Personal Privacy Act

## **SCHOOL CAREER TRANSITION PLANNING**

### **Background**

A systematic approach to career planning and development must exist in the Division to assist students in acquiring the knowledge, skills and attitudes they will require to confidently enter workplace and/or post secondary learning environments. Schools are important partners, with families and communities, in providing students with career development experiences, through a range of educational, workplace and career learning opportunities.

### **Procedures**

1. School Career Transition Planning in the Division shall provide all students with meaningful opportunities to learn about themselves, to connect curriculum learning to real life experiences and to plan positive future goals.
2. The Division shall support the development and implementation of a career planning framework to articulate early years, middle years and secondary student competencies for school-career planning.

Reference: Sections 20, 39, 45, 60, 61, 113 School Act  
Freedom of Information and Personal Privacy Act  
Locally Developed/Acquired and Authorized Junior and Senior High School Completion  
Courses policy 1.2.1  
Off Campus Education policy 1.4.3  
Policy 1.6.3 – Guidance and Counseling  
Comprehensive School Guidance and Counseling Programs and Services, 1997

## **OFF-SITE ACTIVITIES**

### **Background**

Off-site activities can be valuable educational activities that may provide opportunities to supplement and enhance school programs. The Division's commitment to providing a safe learning environment extends to off-site experiences. Prudent care must be taken to ensure that offsite activities are organized to maximize educational benefit and protect the safety and well being of students.

### **Definitions**

Unless otherwise stated in this administrative procedure,

#### Off-site activity

Means an instructional activity trip or a student activity trip, but does not apply to:

- Any Work Experience/Work Study program or Registered Apprenticeship Program as defined by the Off-Campus Education policy of Alberta Education, or
- Community-based program activities for students with special needs where such activities are specified in each student's Individualized Program Plan.

#### A Trip

Means an off-site activity within Alberta and that does not require participants to stay overnight away from their normal residence.

#### B Trip

Means an off-site activity at one or more locations within Canada that requires that participants stay overnight for one or more nights away from their normal residence.

#### C Trip

Means any off-site activity that involves travel to one or more international locations.

#### Participant

Means a student, teacher or parent/community volunteer or any other employee of the Division who travels on the off-site activity.

#### Safety Guidelines

Means the Safety Guidelines for Physical Activity in Alberta Schools, or any replacement document, as published and updated from time to time by Alberta Education.

#### Parent

For purposes of this administrative procedure, means any individual who meets the definition as set out in Section 1(2) of the School Act, or an independent student as defined in Section 1(1)(m) of the School Act, or a student aged 18 years of age or older.

### Key Supervisor

Means the responsible adult in charge of an off-site activity, be that a teaching or non-teaching staff member or volunteer (approved by Principal) who organizes an off-site activity and/or accompanies the student(s) on the activity. The Principal retains overall responsibility for designating the key supervisor and serves as the teacher in charge of each activity where the key supervisor is not a teacher.

### Outdoor Pursuits and Other Higher Risk Activities

Refers to activities related to self-propelled mobility on land, water, ice or snow, and self-sustained outdoor living, i.e., camping, where physical conditions may present at least some higher safety risk due to the activity itself or from natural phenomena, i.e., weather, terrain, conditions. Outdoor pursuits may occur in the school (e.g., climbing wall), on the school yard (e.g., orienteering), and more often at sites away from the schoolyard.

### **Procedures**

#### 1. Off-site Activity Context:

Each off-site activity shall:

- 1.1 Have educational goals established for the activity which are compatible with the Alberta Program of Studies and the school's educational program (co-curricular or extra-curricular),
- 1.2 Be adequately supervised to ensure appropriate student behavior and safety as outlined elsewhere in the School Act, Board and school policies, administrative procedures, and the Safety Guidelines,
- 1.3 Be organized in a manner that conforms to Board policies and administrative procedures regarding student transportation and the use of private vehicles.

#### 2. General approval and cancellation:

- 2.1 All off-site activities shall be authorized by the Principal and/or Superintendent or designate as specified within these procedures (including forms) set out by the Superintendent.
- 2.2 Notwithstanding any of the guidelines set out for administration of this administrative procedure:
  - 2.2.1 The Superintendent may cancel or interrupt any approved off-site activity at any time up to the point of return from that activity where the Superintendent considers the safety and well being of students and supervisors to be at unusual risk, real or potential, due to emergent circumstances. Such a decision will consider any emergent change in social, political, health, legal or physical environment that may have

created risk(s) greater than that which existed when the offsite activity was originally given approval.

- 2.2.2 Where time allows, the Superintendent will consult with the Principal regarding the potential risks, and may consider input, either through the Principal or directly from the affected staff, volunteers and families, prior to making a decision regarding cancellation.
- 2.2.3 Principals are expected to ensure that strategies are in place to address the financial implications of cancellation/interruption of trips for emergent reasons, e.g., cancellation or interruption insurance, any refunds on payments, distribution or retention of fundraising monies. Parents, students and staff must be given written information about the potential for loss of some or all of monies they pay or fundraise for each "B" or "C" trip, without any recourse to the Division for losses of trip costs.

2.3 Any off-site activity that is planned and organized by a parent, parent group (excluding School Councils) or other community group or government agency outside of the school program is the responsibility and liability of the parent or organizing group and will not be covered by this administrative procedure.

### 3. Parental information and consent:

- 3.1 Parents must be given prior information and opportunity to make informed decisions about their child's participation in any off-site activities, including the right to withdraw their child from such activities.
- 3.2 Depending on the nature and venue of each off-site activity, the Principal and key supervisor are to determine what information will be provided to parents about some or all of the following topics, or other information as appropriate:
  - 3.2.1 Purpose/goals of the activity;
  - 3.2.2 Proposed/final itinerary and arrangements for overnight stays;
  - 3.2.3 Description of the activities or events;
  - 3.2.4 Need for any additional medical insurance;
  - 3.2.5 Potential hazards and safety planning information for dealing with activities involving significant risk;
  - 3.2.6 Emergency procedures to be followed in the event of injury, illness or unusual circumstances;
  - 3.2.7 Supplies/equipment/documentation students are to bring;
  - 3.2.8 Accommodation (including billeting);
  - 3.2.9 Transportation arrangements;
  - 3.2.10 Arrangements for supervision;
  - 3.2.11 Cost to the student/parent; and
  - 3.2.12 Costs and other implications in the event of emergency cancellation or interruption of the activity.

3.3 Written parental permission:

- 3.3.1 Is generally required for “A” trips, particularly those involving outdoor pursuits or other higher risk activities, or where travel takes students outside of their school’s immediate community.
- 3.3.2 May not be required, at the discretion of the Principal, for trips such as walking trips in the neighbourhood of the school, or for a series of curricular lessons at local sports, health, cultural, educational or municipal facilities that require brief transportation.
- 3.3.3 Is definitely required for all “B” and “C” trips.
- 3.3.4 While documented verbal permission by telephone may be obtained in very rare and emergent circumstances at the discretion of the Principal, this practice is strongly discouraged.
- 3.3.5 Parents are to be given timely information about “A” trips concerning plans for instructional lessons to be offered at local sports, health, cultural or municipal (e.g., firehall) facilities, and walking trips in the neighborhood of the school, even where written parental permission is not required. The operating principle is that they are to know as much as is feasible where and when their children will be away from the school campus.

4. Approval of off-site activities:

- 4.1 The Principal shall designate a key supervisor for each trip and be satisfied with the nature and amount of preparations that are made for all off-site activities.
- 4.2 The Principal and the key supervisor shall make reasonable provision that off-site activities that involve curricular instruction are affordable for all eligible students. No student is to be excluded from a required instructional class off-site activity on the basis of financial ability-to-pay.
- 4.3 The Principal is responsible for the approval of “A trips” and “B trips”. The Principal may wish to consult with the Superintendent or designate during the planning phases.
- 4.4 The Principal shall keep a record in the school of each off-site activity that involves motorized transportation to and from the school. The key supervisor, if not the Principal, shall assist the Principal in establishing a file record for such activities.
- 4.5 For each “B trip,” the Principal must inform the Superintendent or designate well in advance (preferably four weeks for out-of-province travel) of the commencement date of the activity through the completion and submission of the appropriate form.
- 4.6 All “C trips” require the written approval of both the Principal and the Superintendent or designate.
- 4.7 Prior to any parents and/or students being informed regarding the possibility of any “C trip,” the Principal shall consult with the Superintendent or designate

and submit the appropriate form for review and preliminary approval. Such preliminary approval is to be obtained three or more months in advance of the proposed activity occurring.

- 4.8 Final arrangements for any “C trip” must be submitted to the Superintendent or designate on the appropriate form by no later than three weeks prior to the departure date of the trip.
  - 4.9 The itinerary for “B trips” and “C trips” must be included with the forms submitted to the Superintendent or designate. Once approved, the key supervisor must ensure that there is no substantial variance from that itinerary except in the case of an emergency situation.
  - 4.10 Final approval for any “C trip” must include reference to the Government of Canada Travel Report ([http://www.voyage.gc.ca/destinations/menu\\_e.htm](http://www.voyage.gc.ca/destinations/menu_e.htm)) website or other acceptable source that the personal safety risk level in its travel advisory for any intended destination or route location is appropriate for participant travel.
5. Supervision of Off-site Activities
- 5.1 A key supervisor shall normally be present on all off-site activities. In exceptional circumstances, e.g., billeting scenarios, student conferences, another designated adult(s) may serve as the immediate supervisor(s) for a specific “A trip”, and the key supervisor shall be reasonably accessible to the supervising adult, e.g., by mobile or stationary communication device, or as passenger in accompanying vehicle, etc.
  - 5.2 Prior to each off-site activity, the Principal, in consultation with the key supervisor, shall endeavor to ensure that all staff and volunteers have been briefed on their specific roles and behavior standards for the students and themselves.
  - 5.3 For each trip, the Principal shall give consideration as to the advisability of, or need for, one or more supervisors having training in a recognized First Aid/CPR program.
  - 5.4 The Principal shall take into consideration the nature and number of supervisors that would be prudent and reasonable to provide supervision for each activity and effective response to emergency situations.
  - 5.5 The key supervisor is to have appropriate emergency information available, with consideration given to at least the following items, depending on the nature, duration and destination(s) for each trip:
    - 5.5.1 Student names and emergency contact names/numbers
    - 5.5.2 Student Alberta Health Care Insurance Plan numbers
    - 5.5.3 Details of any additional health/medical insurance for foreign travel
    - 5.5.4 Student health/medical concerns and medications as necessary
    - 5.5.5 Contact numbers for a school administrator or alternate staff member.

5.6 For all “B” and “C” trips, any key supervisor or other adult supervisor/chaperone who is not a current staff member of the Division shall have on file with the Principal an appropriate criminal record check document or police security clearance for review prior to embarking on each trip.

## 6. Outdoor Pursuits and Other Higher Risk Activities

6.1 Where an off-site trip involves one or more higher risk activities, the Principal is responsible for ensuring that a reasonable assessment of the risks involved is completed in cooperation with the key supervisor. The appropriate form can be used to complete such an assessment.

6.2 The Principal must be satisfied that supervisors assigned to accompany students in any outdoor pursuit or higher risk activities have been appropriately briefed on at least the following topics to make informed choices about participating:

6.2.1 Behavior expectations/responsibilities for supervisors and students

6.2.2 Any inherent risks of the activity

6.2.3 Appropriate roles during the activity or in emergency circumstances

6.2.4 Plans and strategies for any of the activities, e.g., site, conditions, routes, etc.

6.2.5 Safety precautions and plans for responding to emergency situations/accidents

6.2.6 Any contingency plans or cancellation implications.

6.3 For outdoor pursuits or other higher risk activities, the Principal is expected to ensure that the Division’s liability insurance provides coverage for claims arising from planned activities, as there are exclusions regarding some specific activities, e.g., off-trail mountain biking, rock climbing. The Division’s insurer excludes claims arising from acts of war or terrorism. Students are prohibited from operating motorized vehicles or equipment, e.g., go-karts, quad cycles, while participating in off-site activities. Insurance coverage questions are to be directed to the Business and Finance office of the Division.

6.4 In planning to take students on any outdoor pursuit/higher risk activities, the Principal must be satisfied that:

6.4.1 The key supervisor and other leaders, or the contracted individual/firm involved can be expected to conduct activities in accordance with the Safety Guidelines and/or the YouthSafeOutdoors reference materials for each activity as appropriate.

6.4.2 Feasible contingency plans and emergency equipment/procedures have been established to address foreseeable emergencies, e.g., weather conditions, medical/health issues, accidents.

6.4.3 Sufficient numbers of volunteers who accompany groups for outdoor pursuits/higher risk activities are selected on the basis of their ability to effectively support all participants through their knowledge, skill, fitness and experience to be a positive factor and minimize risks.

Reference: Sections 1, 12, 18, 20, 45, 60, 61, 113 School Act  
Traffic Safety Act  
Safety Guidelines for Physical Activity in Alberta Schools  
Safety Guidelines for Secondary Inter-School Athletics in Alberta  
Physical Education Safety Guidelines

## **PROMOTING POSITIVE BEHAVIOR AT SCHOOL-AUTHORIZED ACTIVITIES**

### **Background**

The Division recognizes and appreciates the staff and community individuals who give their time as supervisors, advisors and coaches for students in school-authorized events and activities.

Expectations for responsible behavior apply not only to students but also to all individuals involved in the education system - parents, guardians, volunteers, teachers and other staff members, whether they are on school property, on school buses or at school-authorized events or activities.

All members of the school community are to treat others with civility and with respect for the dignity of all individuals, in accordance with the provisions of the Canadian Charter of Rights and Freedoms and The Alberta Human Rights, Citizenship and Multiculturalism Act.

### **Definitions**

#### Learning and Working Environment

The learning and working environment can and does extend beyond the immediate school or jurisdiction office. These sites extend to the playground or playing field, school bus or to venues where school related social or sport activities occur.

#### Member of the School Community

Any student, parent, staff member, coach, advisor, supervisor, spectator, volunteer or other visitor involved in a school-authorized activity.

#### Code of Conduct

The Code of Conduct outlines the behavioral expectations held for any and all members of the school community involved in any school-authorized activity.

#### Personal Harassment

Any behavior that by effect or intention is disparaging, humiliating or harmful to another person. It is behavior that denies the dignity and respect of an individual or is demeaning and/or humiliating to another person. The behaviors need not to be intended as harassing to be considered as personal harassment. It is sufficient that one knows or ought reasonably to know that their behavior is offensive and unwelcome.

## Volunteer

Anyone who provides his or her time without expectation of remuneration. Volunteers can and may include staff, parents, students and other community members.

## **Procedures**

1. Principals or their designates shall be responsible for informing all individuals involved in school-authorized activities about this administrative procedure and the Division's Code of Conduct for members of the school community involved in school-authorized activities.
2. All members of the school community (employees, students, parents, volunteers and all visitors) involved in school-authorized activities shall conduct themselves in a manner that provides safe and caring learning environments and that protects the interests and well being of everyone.
3. The Division Code of Conduct shall be displayed conspicuously in all schools.
4. Principals, in consultation with stakeholders, may develop additional school level policy or procedures, including such documents as player agreements and/or rules for athletic participation.
5. All members of the school community involved in school-authorized activities shall be expected to behave as responsible citizens and to promote the use of appropriate means for conflict resolution, without condoning or permitting the use of physical aggression, verbal aggression or personal harassment.
6. Principals or designates (in cooperation with other visiting school authorities, where appropriate), shall take immediate and appropriate corrective action in situations where an individual has contravened the Code of Conduct. Such corrective action may include:
  - 6.1 Providing a caution about the inappropriate behavior to the offending individual,
  - 6.2 Asking the offending individual to leave the premises,
  - 6.3 Using the authority of the School Act to involve the police as per Section 27(1) (Prohibited Activities) of the Act,
  - 6.4 Communicating in writing to an offending individual, advising that he or she is prohibited from attending a school-sponsored activity, as per Section 27 of the School Act,
  - 6.5 Requiring an intervention related to conflict resolution as a condition to the continuing participation of an individual in school-authorized activities, such as a community conference, to resolve issues between an individual and one or more others, or
  - 6.6 Undertaking an investigation for possible disciplinary action, according to policy or procedures, if the offending individual is a member of the staff or student body.

7. Individuals not satisfied with actions taken with respect to the enforcement of this administrative procedure are entitled to pursue the matter by appealing, in writing, to the Superintendent or designate.
8. Notwithstanding (4) above, any person who believes that they have been subjected to personal harassment may pursue redress from external bodies such as civil or criminal court or the Alberta Human Rights Commission.

Reference: Section 18, 20, 27, 45, 60, 61, 113, 117, School Act  
Canadian Charter of Rights and Freedoms – Section 15  
Alberta Human Rights, Citizenship and Multiculturalism Act

## **HOME EDUCATION**

### **Background**

The Division recognizes and accepts the right of a parent to educate a child or children through home education and it further accepts its responsibility to provide for the supervision of home education programs for its resident students.

The Division also recognizes and accepts that it has a responsibility to provide to each student an education program consistent with the requirements of the School Act that will give the student the opportunity to meet the standards of education set out by the minister.

### **Procedures**

1. Principals of schools providing home education programming are responsible for ensuring that:
  - 1.1 A parent/student information handbook regarding home education shall be kept current and made available to parents on request, and it shall include the required parent notification form for Home Education and a template for the parent's use in completing a written program plan.
  - 1.2 Home education students are supervised by certificated staff. Supervision must include at least two evaluations of the student's learning in each school year.
  - 1.3 Students in home education programs at levels equivalent to grades 3/6/9 write the provincial achievement test or an alternative test that reflects standards similar to those in provincial achievement tests.
  - 1.4 Parents are annually informed that funding in the amount of 50% of the provincial home education grant will be available to assist parents in defraying costs incurred by the parent for resources related to the home education program, provided the parent provides receipts showing how the money was spent.
  - 1.5 Such funding assistance declined by the parent or any portion unspent shall not accumulate beyond the school year in which it was accessed by the parent.
  - 1.6 Parents receive communication regarding the possible limitations of a home education program, including the difficulty home education students may have in accessing high school credits where the courses of study have not been those approved by the Minister.
  - 1.7 Notwithstanding (1.6) above, the school providing home education programming shall endeavor to provide consultative and resource based support to home education parents and students, as may be necessary in individual circumstances.

- 1.8 Home education students shall be allowed to enroll in Work Experience, Registered Apprenticeship Programs or Green Certificate Programs provided they are under the supervision of a certificated teacher of the Division.
2. The Superintendent or designate may terminate a home education program where either the student or the parent has not met the necessary requirements, provided the reasons for the termination are provided in writing to the parent and the student, if the student is 16 years of age or older.

Reference: Sections 13, 20, 29, 39, 40, 45, 96, 113, 123, 124, 125 School Act  
Home Education Regulation 126/99 (amended A.R. 4/2000)  
Home Education Policy 1.1.2  
Guide to Education ECS to Grade 12  
Individual's Rights Protection Act  
Alberta Bill of Rights  
Child Welfare Act  
Canadian Charter of Rights and Freedoms

## **RESEARCH STUDIES**

### **Background**

The Division recognizes its responsibility to share educational experiences and provides opportunities for individuals to interact with the system and its schools.

### **Procedures**

1. All applications to undertake research projects or surveys within the school system or to obtain assistance from the system with respect to studies or research projects shall be submitted to the Superintendent or designate.
2. After due consideration and applying the criteria identified in this administrative procedure, an application will, depending upon its nature, be approved or denied.
3. Research projects undertaken by or for the system shall be conducted and/or coordinated by the Superintendent or designate.
4. The Associate Superintendent, Business and Finance shall be responsible for the financial arrangements for research projects.
5. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent or designate, the guidelines established for the study have been violated.
6. Research studies will be approved and conducted according to the following procedures.
  - 6.1 All applications shall be satisfactorily completed at least one month in advance of the study and must be submitted to the Superintendent or designate. Timelines shorter than one month will be considered if extenuating circumstances exist.
  - 6.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent.
  - 6.3 Upon completion of the study, the researcher shall be required to submit to the Superintendent a complete report plus an abstract describing the project and the findings.
  - 6.4 The following criteria will be used by the Superintendent or designate in considering research studies:
    - 6.4.1 The study shall have recognizable value to the Division and/or to education in general;

- 6.4.2 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students, or parents;
  - 6.4.3 The involvement of students or teachers does not require an unreasonable amount of time;
  - 6.4.4 The willingness of schools or individuals to participate;
  - 6.4.5 The number of research studies planned or underway in the Division;
  - 6.4.6 Preference for approval will be given to Division staff.
7. The Superintendent or designate shall, when necessary, ensure that the contents of a study are held in confidence.

Reference: Section 20, 60, 61, 113, 116 School Act