

Private Schools



Reference Manual

August 2003

TABLE OF CONTENTS

Foreword.....	1
Purpose of Private Schools.....	2
Definitions.....	2
Types of Private Schools.....	3
Registered Private Schools	3
Accredited Private Schools	4
Early Childhood Services (ECS) Programs.....	6
Home Education/Blended Programs.....	6
Definitions for Home Education and Blended Programs	7
Students.....	7
Access	7
Attendance	7
School Registration	8
Before Establishing a Private School.....	8
Religious Affiliation	8
Actions to be Taken in Establishing a Private School	8
<i>Annual Operational Plan</i>	10
Continuing Registration	10
Change of Designation.....	10
Recess or Closure.....	10
Governance.....	11
School Operations	11
School Policies.....	11
Education Plan	12
<i>Annual Education Results Report</i>	12
Financial Reporting.....	12
Implementation Reviews	12
Staff and Qualifications.....	13
Teaching Staff.....	13
Principal	13
Teacher Certification	13
Heritage Language Schools	13
School Facilities.....	13
Funding	13
Safety	13
Changes in Location	13

School Operations	14
Curriculum	14
Recognizing Diversity and Promoting Respect	14
Instructional Time	14
Achievement Tests and Diploma Examinations	14
Religious and Patriotic Instruction.....	14
Change of Grade Level	14
Student Records	15
Enrolment and Attendance Record	15
Academic Record (See <i>Student Record Regulation 71/99</i>)	15
Funding	16
Provincial Funding.....	16
Fees	16
Transportation	16
Associations	17
Alberta-BC Lutheran Conference	17
Association of Christian Schools International.....	17
Alberta Provincial Accelerated Christian Education Association	17
Association of Independent Schools and Colleges in Alberta (AISCA)	17
Christian Schools International, District 11	18
Federation of Independent Schools in Canada.....	18
Koinonia Christian Education Society.....	18
Seventh-Day Adventist Alberta Conference.....	18
Summary of Conditions for Classification of Alberta Private Schools.....	19
Summary of Conditions for Classification of Alberta Private Schools.....	20
Form	21
Annual Operational Plan.....	21
Appendices.....	33
<i>School Act</i> , Section 28	34
Private School Policy, 3.6.1	35
Private School Regulation 190/2000	40
Student Record Regulation, 71/99	47
Key Dates for Forwarding Information to Alberta Learning.....	53
Goals and Standards Applicable to the Provision of Basic Education in Alberta, 4.2.2	56
Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta, 4.2.1	59
Education Programs and Services, Early Childhood Services Policy, 1.1.3	68
Early Childhood Services Regulation, 31/2002.....	72
Guidelines to Section 8 of the <i>School Act</i> (Right of Access to Education)	75

FOREWORD

The Private Schools Reference Manual is an Alberta Learning publication for the use of private school operators and for those intending to establish a private school. This all-inclusive document is intended to:

- Identify the requirements specified in the *School Act* and *Private Schools Regulation*.
- Identify provincial policies and regulations that are relevant to private schools.
- Communicate information useful in planning, organizing and operating a private school.
- Communicate information on requirements and steps to be taken in establishing, going into recess, or closing a private school.

Alberta Learning provides consulting services to private school operators and staff. You are invited to contact Alberta Learning about the information in this manual and/or other matters:

Zone Services Branches:

9th Floor, 44 Capital Blvd.
10044 – 108 Street
Edmonton, Alberta
T5J 5E6

Fax: (780) 422-9682

Zone 1: (780) 427-5394
Zone 2/3: (780) 427-9296
Zone 4: (780) 427-5381

Zone 5: (780) 415-9312
Zone 6: (780) 427-5377

Governance and Program Delivery:

8th Floor, 44 Capital Blvd.
10044 – 108 Street
Edmonton, Alberta
T5J 5E6

Phone: (780) 427-7235
Fax: (780) 427-5930

Calgary Office of Basic Learning:

Room 2620, Monenco Place
801 – 6 Avenue S.W.
Calgary, Alberta
T2P 3W2

Fax: (403) 297-3842

PURPOSE OF PRIVATE SCHOOLS

To provide a private school choice for parents who seek educational programs outside the public education system.

DEFINITIONS

private school is a school registered under section 28 of the *School Act* that offers any or all programs from grades 1 to 12

accredited private school is a private school that is accredited by the Minister under section 28(2) of the *School Act*

funded private school is an accredited private school that is eligible to receive funding under the *Learning Grants Regulation*

designated special education private school is a funded private school that serves only students with special needs and meets the following criteria:

- (1) the school is approved by the Minister,
- (2) the school is approved as a designated special education private school by the Director of Special Programs of Alberta Learning, following the school's approval as an accredited private school,
- (3) all students who are enrolled in the school are diagnosed as having mild, moderate or severe disabilities, and
- (4) all students are required to have Individual Program Plans (IPP) that address their special needs

heritage language school is a private school that specializes in heritage language and cultural programming

parent advisory council is a group of parents of students enrolled in a funded private school, that provides advice to the principal and the board respecting any matter relating to the school

TYPES OF PRIVATE SCHOOLS

This section applies to operators offering grades 1 to 12 programs. Private schools may also offer Early Childhood Services (ECS) programs. For ECS programs, please see the ECS section of this manual.

Registered Private Schools

All private schools in Alberta must register and meet the basic requirements of section 28(1) of the *School Act*.

Those who do not go beyond the basic registration stage are referred to as registered schools. Registered schools are not eligible for Alberta Learning funding. Instructors are not required to have Alberta Teaching Certificates.

The *School Act*, section 28(1) requires registered private schools to:

- Provide a program of studies meeting goals and standards approved by the Minister (provide a basic education).
- Meet standards of student achievement and achievement testing acceptable to the Minister.
- Agree to regular evaluation and monitoring by the Minister.
- Meet all local and provincial health, safety (fire) and building standards (zoning and building code).

The *Private Schools Regulation 190/2000* requires registered private schools to:

- Submit an *Annual Operational Plan* for each year the school continues to operate.
- Keep records of student enrolment and attendance.
- Maintain individual student records (See Records section of this manual).
- Make rules (policies) on discipline, suspension and expulsion of students that incorporate the principles of fundamental justice, and provide copies of those rules to parents.
- Inform parents, in writing through a *Non-Accredited School Notice*, of the following:
 - Students attending the school may not necessarily be placed at the same grade level if the student registers in another school.
 - The school cannot grant credit for senior high school courses taken at that school.
 - The general liability insurance coverage held by the operator in the event of an accident or death.
 - Qualifications of instructional staff.

Accredited Private Schools

Some schools seek additional recognition by going beyond basic registration requirements to receive accredited status. Accredited private schools must comply with the same requirements as registered private schools (with the exception of the *Non-Accredited School Notice*) prior to requesting accredited status.

In addition to section 28(1) of the *School Act*, accredited schools must meet the requirements of section 28(2) of the *School Act*:

- Follow an education program approved by the Minister.
- Enroll seven or more students from two or more families and continue to enroll seven students.
- Employ teachers who hold valid Alberta Teaching Certificates.

The *Private Schools Regulation 190/2000* requires accredited private schools to:

- Make rules for the discipline of students and for the suspension and expulsion of students that incorporate the principles of fundamental justice.

In addition accredited schools must develop policy for 1) Teacher Growth, Supervision and Evaluation and for 2) Evaluation of student progress.

Alberta Learning, through the *Funding Manual for School Authorities*, requires the operator of an accredited private school who seeks Alberta Learning funding to incorporate as a society under the *Societies Act*, or to register a school as a non-profit company under Part 9 of the *Companies Act*, or to operate under a special act of the legislature. Other organizations such as churches or private companies, already incorporated or registered, may also operate some private schools.

Accredited private schools are eligible for provincial funding after having provided instruction to students for a minimum of one year, unless otherwise approved by the Minister (*Funding Manual for School Authorities*). The province believes that this requirement allows time for a private school to be up and running, attract parents and provide a stable program for students. Further, it encourages private schools to start up with a serious and deliberate plan in place for a school to be viable over the longer term.

According to the *Private Schools Regulation* and/or the *Funding Manual for School Authorities*, accredited-funded private schools must:

- Be incorporated as a non-profit legal entity.
- Appoint a chairperson/president and a secretary treasurer (or a secretary and a treasurer).
- Appoint an auditor who has credentials to perform an audit.
- Keep in force a blanket fidelity bond covering the operator and the employees. The amount of the bond shall be the lesser of \$50,000 or 40% of the operator's provincial funding plus any surplus from the previous operational year.
- Keep in force a general liability insurance policy, in the minimum amount of \$2,000,000 for each occurrence of injury or death.

- Send an annual *Budget Report Form* to the School Reporting Branch.
- Send an annual *Audited Financial Statement* to the School Reporting Branch.
- Develop an annual *Three-Year Education Plan*.
- Forward an *Annual Education Results Report Summary Form* to its respective Zone Services Branch.
- Follow the same requirements for teaching the *Alberta Programs of Study* as public schools.

The current practice for both *Three-Year Education Plans* and *Annual Education Results Reports* is that these be kept on file in the school, with the school submitting only a declaration of completion to Alberta Learning.

Funded private schools must teach the *Alberta Programs of Study*, must be in accordance with section 39(1) (a), (b), (c) and (d) of the *School Act*, and must:

- (1) Achieve the provincial learning outcomes.
- (2) Use the provincial achievement tests and diploma examinations.
- (3) Ensure the students meet the provincial graduation requirements.

The operator of a funded private school shall establish a parent advisory council if the parents of students enrolled in the school are not the majority of members of the board operating the school.

The following are special category accredited-funded private schools:

- (1) Heritage Language Schools - The Minister accredits these schools only for high school credit courses in heritage languages other than French or English and may fund these schools. The Minister does not require these schools to develop *Three-Year Education Plans* or *Annual Education Results Reports*.
- (2) Designated Special Education Schools - The Minister accredits these schools and the Director of the Special Programs Branch annually approves these schools for exclusive service to students who are entitled to special education programs.

EARLY CHILDHOOD SERVICES (ECS) PROGRAMS

All private schools may offer ECS programs as part of their school operation. To qualify as an approved ECS provider, the private school operator must be registered as a non-profit society, as a non-profit company under Part 9 of the *Companies Act*, or as a non-profit corporation incorporated by or under an Act of the Legislature.

The Minister approves and provides funding for private school operators who wish to offer an ECS program that complies with the *Kindergarten Program Statement*. Funding is available from the first year of operation; however, operators may not charge a tuition fee for 475 hours of access to instruction. Operators may charge fees for hours of instruction beyond 475 hours and for items such as field trips and snacks. Fees the operator charges for membership in the non-profit organization are to be reasonable.

For further information refer to the *Advisory Manual on Early Childhood Services for Incorporated Non-Profit Societies and Private Schools*.

HOME EDUCATION/BLENDED PROGRAMS

Private schools may offer alternative education including home education, blended and on-line school programs. However, only funded accredited schools can receive provincial funding for alternative programs. Parents who choose to educate their children at home assume primary responsibility for delivering and supervising their child's courses of study and work as partners with a school board or accredited funded private school to ensure the child's educational goals are being met.

A "blended program" is an educational program that consists of two distinct parts: an in-school or on-line program where a teacher employed by a school board or accredited private school is responsible for providing for the delivery and evaluation of courses and a home education program that meets the requirements of the *Home Education Regulation A.R. 126/99*.

Individuals the operator employs as teachers, responsible for the on-line component of the blended program and for the home education program must have valid Alberta Teaching Certificates and must plan, deliver, assess student achievement and report results. Home education teachers are to be listed on the *Annual Operational Plan*. The principal is responsible for supervision and evaluation of home education teachers.

Home education student records are to be kept onsite of the school authority. The records are to include the same information required for regular students, with one exception, a record of student attendance is not required.

The Home Education Information Package on the Alberta Learning Website at www.learning.gov.ab.ca/educationsystem/HomeEdPackage_sept_2002.pdf provides some questions and answers relating to home education and includes the regulation and policy.

Definitions for Home Education and Blended Programs

Home Education – an approach to educating a student at home or elsewhere where the parent is responsible for making the key education decisions throughout the program. It is a program of choice requiring supervision of the program, for which the parent is responsible, by a school board or an accredited private school.

Blended Programs – An educational program that consists of two distinct parts:

- An in-school or on-line program where a certificated teacher employed by a school board or accredited private school is responsible for planning and providing the delivery and evaluation of courses; and
- A home education program, under the parent's responsibility, that meets the requirements of the *Home Education Regulation*.

Instruction by a parent plus instruction planned, delivered and evaluated by a certificated teacher equals a blended program.

STUDENTS

Access

There is no legal requirement for a private school to accept all students. A private school may accept or deny access to any student. The Minister does not review a decision to deny access to a private school.

Attendance

Students ages 6 to 16 shall attend school. If a student does not attend school regularly, the private school operator shall refer the matter to the Attendance Board, after making all reasonable efforts to ensure that the student attends school.

SCHOOL REGISTRATION

Before Establishing a Private School

Any person or group wishing to establish a private school should consider the following questions:

- (1) Is there a need for a private school?
- (2) How will the program be different to meet the perceived need?
- (3) What programs of study will be used?
- (4) What grade levels will be accommodated?
- (5) Will the school offer an approved Early Childhood Services (ECS) program?
- (6) Is there a sufficient number of interested people committed to operating a school?
- (7) Is there access to an appropriate building that will meet zoning, health and fire standards?
- (8) What would be the source of funds?
- (9) Will the school operate as a registered private school or an accredited private school?
- (10) Can appropriate instructional services be provided?
- (11) What authority will operate the school?
- (12) Have you approached the local school board(s) or other private schools in the area about the concept of your proposed school?

Religious Affiliation

A private school may be affiliated with a religious faith or denomination.

Actions to be Taken in Establishing a Private School

The person or group notifies Governance and Program Delivery of Alberta Learning of the intent to establish a private school. Information and appropriate registration forms will be provided.

The applicant will use information contained in this reference manual when completing forms or making decisions related to the proposed private schools.

The applicant will submit to Governance and Program Delivery, a completed operational plan containing information required by the *School Act* and private school policy and regulations, with copies of the following documentation:

- (1) Evidence verifying that any building plans or proposed renovations have been approved by local municipality.
- (2) Evidence of approval from the local municipality that the building qualifies for use as a school.
- (3) If the applicant is a society or a company, then the Certificate of Incorporation for a Society, Certificate of Incorporation for a Company, or the name of the Act of the Legislature under which the school plans to operate.
- (4) Evidence that the appropriate local authorities for fire and health have inspected and approved the proposed facilities for use as a school.

- (5) Indication of the intent to follow the Alberta *Programs of Study* (including modifications) or another program of studies approved by the Minister.

Schools wishing to follow a program other than one prescribed or approved by the Minister must append to the application a detailed description of the program to be used including:

- (1) The core and complementary course offerings.
- (2) A statement of philosophy, goals, objectives, content, scope and sequence for each course.
- (3) A list of major instructional resources approved by the governing body of the school.
- (4) An indication as to how the program meets the definition of Basic Education in Alberta, Student Learning Outcomes and the Standards for Student Learning (See *Guide to Education: ECS to Grade 12* at www.learning.gov.ab.ca/educationguide/guide.asp).

As part of the approval process, an education manager does an onsite visit to the school.

Governance and Program Delivery will inform the school of its decision regarding the acceptability of the program. If the program is not acceptable, the basis for the decision will be explained and the school may:

- (1) Re-submit the program incorporating modifications suggested by the education manager reviewing the application, or
- (2) Appeal the decision within 14 days to the Assistant Deputy Minister, Basic Learning Division at (780) 427-7484 (To be connected toll free from within Alberta, please dial 310-0000).

Schools seeking designation as an accredited private school need to show acceptable standards for certification for their teaching staff before designation is granted. When hiring new teachers, particularly those not trained in Alberta, the school must:

- (1) Before entering into any teacher/school contract, obtain information from the Director, Teacher Development and Certification, (12th Floor, Harley Court, 10045 – 111 Street, Edmonton, Alberta, T5K 2M5; (780) 427-2045) as to teacher eligibility for certification in Alberta.
- (2) Have the teacher provide, as required by Teacher Development and Certification, an application and citizenship form, the application fee, official transcripts from all post secondary institutions attended and a *Statement of Professional Standing* from the jurisdiction where the teacher was initially trained and from the province, state or country where the teacher last taught.

If building, safety, health, program, staff and other requirements are met, Governance and Program Delivery recommends approval to the Minister of Learning.

Upon receipt of approval of registration, Governance and Program Delivery confirms in writing with the registrant:

- (1) The effective date of the designation.

- (2) If the school is accredited in addition to being registered.
- (3) The grades or levels of operation.
- (4) The assigned jurisdiction and school codes.

Annual Operational Plan

In order to have continuing registration as a private school for the following school year, each private school is required to send an *Annual Operational Plan* to Zone Services by May 31.

Any changes made during the school year to the information in the *Annual Operational Plan* must be sent forthwith to Zones Services.

Upon approval of the *Annual Operational Plan*, Zone Services shall inform and confirm with the operator:

- (1) The effective date of approval.
- (2) The grades or levels operating within the school.

Continuing Registration

Private school status continues provided regular monitoring indicates the school is continuing to meet the requirements of the *School Act* and *Private Schools Regulation*. Funding, where applicable, will continue from year to year in accordance with payment schedules unless approval is withdrawn, or some requirement is not fulfilled.

When a private school does not fulfill the requirements of the *School Act* and all relevant regulations, or when a program offering is judged to be inconsistent with the criteria that govern approval, Zone Services will notify the responsible officers of the private school, and will make a recommendation to the Assistant Deputy Minister, Basic Learning Division, of an appropriate course of action. The Assistant Deputy Minister may recommend to the Minister suspension or cancellation of designation in whole or in part.

Change of Designation

A registered private school can become an accredited private school through written application to Zone Services. Entitlement is dependent on all requirements in section 28(2) of the *School Act* being met.

Recess or Closure

A private school that wishes to temporarily suspend operations to a maximum of one year shall inform Zone Services in writing. Registration may resume provided conditions pertinent to the initial registration are in effect.

To confirm a private school is closed, Zone Services sends a registered letter to the private school, asking the operator to provide written notice of the school's status. If a reply is not received from the operator within 30 days, the school shall be considered closed.

If a private school is closing, forward student records to the schools into which students are transferring. Where a school destination cannot be determined by the private school forward student records to Zone Services.

GOVERNANCE

School Operations

The board of directors or operator has the authority for day-to-day operations of the school. For private schools, there is no requirement for a public election of the board of directors. There is no requirement for conflict of interest bylaws, no limits on familial or business relationships.

The operator is accountable for the school meeting requirements of provincial legislation, regulation and policies. The operator is accountable to the parents they serve and the Minister. The *Freedom of Information and Protection of Privacy Act* does not apply.

Private schools are not required to have school councils or use the services of a school superintendent. However, funded accredited private schools shall establish a parent advisory council, if the parents of students enrolled in the school are not the majority of members of the board of directors operating the school.

Funded accredited private schools are required to develop a *Three-Year Education Plan* and illustrate results achieved in an *Annual Education Results Report*. In addition, funded accredited private schools send budget reports, financial statements and supporting documentation as required for funding initiatives, including special needs and early literacy.

School Policies

The operator of an accredited-funded private school shall develop and maintain policies regarding the evaluation of students and teachers that are consistent with the policies of the Minister (*Private Schools Regulation 190/2000*, section 7.)

The operator of a private school shall make rules for the discipline of students and for the suspension and expulsion of students that incorporate the principles of fundamental justice (*Private Schools Regulation 190/2000*, section 21). The policies are to include the procedures the private school authority will follow in hearing a parent and/or student appeal.

If a student is expelled from an accredited-funded private school, the private school authority continues to be responsible for providing the student with an appropriate school program for the remainder of the school year (*Private Schools Regulation 190/2000*, section 19). The private school authority can consider the following alternatives:

1. Provide the student with a distance learning program.
2. Request a public board or private school to enroll the student.
3. Request the parents to enroll their child in home education. A student cannot be required to enroll in home education unless the parents agree. The parents must notify the private school in writing of their intent to enroll their child in home education.

Education Plan

Accredited-funded private schools are required to develop/update annually a *Three-Year Education Plan* for their school and community. Schools must submit a *Three-Year Education Plan Declaration Form* to Zone Services attesting that their school authority is focused on improving education for students and have developed and are implementing a *Three-Year Education Plan*. The required goals, outcomes, strategies and performance measures are outlined in the *Guide for Developing Private School Authority Three-Year Education Plans and Annual Education Results Reports*.

Annual Education Results Report

Each accredited-funded private school shall develop an *Annual Education Results Report* and send a report summary to Zone Services by November 30 each year. Required and optional report elements are outlined in the *Guide for Developing Private School Authority Three-Year Education Plans and Annual Education Results Reports*.

Financial Reporting

Accredited-funded private schools must appoint a secretary, treasurer or secretary-treasurer and an auditor and must submit annually a *Budget Report Form* and an *Audited Financial Statement*. Funded private schools are not subject to provincial limits and controls for spending on administration.

Implementation Reviews

Governance and Program Delivery coordinates private school reviews. *Annual Operational Plans, Three-Year Education Plans* and *Annual Education Results Reports* summaries are reviewed on a regular basis.

Zone Services reviews approximately one-third of the accredited-funded private schools on site annually. The basis for the reviews will be the most current *Annual Operational Plan, Three-Year Education Plan* and *Annual Education Results Report*. Persons are interviewed and documents are reviewed to examine selected aspects of school organization, school safety and instruction outlined in the *On-Site Review* data collection document. A report is forwarded to the private school principal by the Zone Services monitor at the completion of the monitoring activity.

Zone Services managers will also visit all new schools in their first year of operation.

STAFF AND QUALIFICATIONS

Teaching Staff

All teachers in accredited private schools must have valid Alberta Teaching Certificates. The teachers are not eligible for full membership in the Alberta Teachers' Association. They may be associate members.

A private school board member may make a decision about an immediate family member, unless the private school chooses to place conflict of interest clauses in authority bylaws.

The Director of Teacher Development and Certification may investigate complaints into teacher competence. The Minister of Learning may revoke teaching certificates.

Principal

All funded accredited private schools must designate a principal who has a valid Alberta Teaching Certificate.

Teacher Certification

A teacher in a private school requiring a recommendation for permanent teacher certification may apply to the Association of Independent Schools and Colleges in Alberta (AISCA). The AISCA approved signing officer may conduct teacher evaluations and forward recommendations to the Director of Teacher Development and Certification.

Heritage Language Schools

Accredited Heritage Language Schools may employ an uncertificated competent instructor to teach a language or culture under the supervision of an Alberta certificated teacher.

SCHOOL FACILITIES

Funding

Each private school authority is responsible for building or leasing appropriate school facilities. The province does not provide school facilities funding to private schools.

Safety

In locating a school site, all private schools are required to provide proof of alignment with municipal zoning and by-laws and all applicable municipal and provincial public health, safety and building standards requirements (*Private Schools Regulation 190/2000*). These documents are to be kept on file at the school. If renovations are made to the school building, then new inspection documents are required.

Health and fire reports should be updated periodically, once every three years.

Changes in Location

A private school adding a new site, making changes to its existing site or to its location shall immediately notify Zone Services.

SCHOOL OPERATIONS

Curriculum

To be eligible for provincial funding, all accredited private schools must follow Alberta *Programs of Study*.

Accredited-funded private schools are expected to provide special education programming for students who need such programs in conjunction with regular programs.

Recognizing Diversity and Promoting Respect

All education programs offered and instructional materials used in schools must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

Education programs and instructional materials must not promote or foster doctrines of racial or ethnic superiority or persecution, religious intolerance or persecution, social change through violent action or disobedience of laws.

Instructional Time

Accredited private schools must offer students at least the minimum number of hours of access to instruction to the Alberta curriculum, that is, 950 hours for grades 2 through 9 students and 1000 hours for grades 10 through 12 students. The *Guide to Education* includes more information about instructional hours.

Achievement Tests and Diploma Examinations

Accredited private schools are required, and registered private schools are encouraged, to have their students write the provincial achievement tests in grades 3, 6 and 9. In order to qualify for credits in grade 12 diploma examination subjects, students are required to write provincial examinations.

Religious and Patriotic Instruction

Private schools may provide religious and patriotic instruction. Parent requests to exclude children from religious or patriotic instruction may or may not be granted by the private school authority.

Change of Grade Level

Operators of private schools wanting to change the grade level division (elementary, junior high, senior high) approved in the school, need to make a written request for change to Zone Services.

STUDENT RECORDS

Enrolment and Attendance Record

In accordance with the *Private Schools Regulation 190/2000*, private schools shall keep records of student enrolment and attendance in a form acceptable to the Minister.

A record of daily attendance for each student is to be kept in a classroom register and/or on computer.

Copies of the *Daily Register for Recording the Enrolment and Attendance of Students* are available for purchase from the Learning Resources Centre of Alberta Learning.

Academic Record (See *Student Record Regulation 71/99*)

There is to be a written student file kept for each student in all private schools. The record for each student in both registered and accredited private schools is to include the following information:

- Student's name.
- Student identification number.
- Name of the student's parents.
- Separation agreement or court order.
- Student's birth date.
- Student's gender.
- Addresses and telephone numbers of the student and of the student's parent.
- Resident board.
- Citizenship of the student.

A student record in an accredited private school shall include the following additional information:

- Names of all schools attended by the student in Alberta and the dates of enrolment.
- Annual summary of student's achievement.
- Student's results obtained on provincially administered tests and on standardized tests used in the placement of the student.
- Any health information that the parent or student wishes to have on the record.
- A record of the student's attendance.
- Individualized Program Plan specifically devised for a student.
- Information about any suspension or expulsion.
- Any other information the operator considers appropriate.

A student record is NOT to include:

- Any information contained in
 - Notes and observation prepared by and for the exclusive use of a teacher, teacher's assistant, counselor or principal, and that are not used in program placement decisions.

- A report or an investigation record relating to the student under the *Child Welfare Act*.
- Counseling records relating to the student that is or may be personal, sensitive or embarrassing to the student.
- Any information that identifies a student as a young person as defined in the *Young Offenders Act* and all information relating to the student in that capacity.

Alberta Learning recommends that the *Pupil's Cumulative Record (Grade 1 through Grade 12)* be used for student records. This record folder contains all of the above information categories. Cumulative record folders are available for purchase from the Learning Resources Centre.

A private school shall keep a student record containing the above information for at least seven years after the student ceases attending the private school or until the record has been forwarded to another school. Student records are to be retained by the school authority and not forwarded to Alberta Learning.

FUNDING

Provincial Funding

Registered private schools are not eligible for provincial funding.

An accredited private school is eligible for provincial funding after one year of successful operation as an accredited private school. Funding conditions, requirements and rates are outlined in the *Funding Manual for School Authorities*.

Funded private schools are not eligible for:

- (1) Support funding to cover costs of transportation, administration or plant operations and maintenance of schools [except for ECS and designated special education private schools].
- (2) Capital funding to build new schools or renovate existing ones.
- (3) Any funding from the Alberta School Foundation Fund.

Fees

A private school may charge tuition and/or other fees to any student.

Transportation

Private schools may charge a student transportation fee. A private school is not required to provide student transportation. Private schools may negotiate student transportation arrangements with public school boards.

Private schools do not receive transportation funding from the province.

ASSOCIATIONS

Alberta-BC Lutheran Conference

7100 Ada Boulevard
Edmonton, Alberta T5B 4E4

Phone: (780) 474-0063
Fax: (780) 477-9829
E-mail: abclcc@connect.ab.ca

Provides support for establishing and maintenance of Lutheran Christian Schools.

Association of Christian Schools International

Box 988
Three Hills, Alberta T0M 2A0

Phone: (403) 443-7337
Fax: (403) 443-5378
E-mail: acsiwcr@telusplanet.net

Provides support for authorities with workshops and conventions as well as teachers' conventions.

Alberta Provincial Accelerated Christian Education Association

Box 100
Caroline, Alberta T0M 0K0

Phone: (403) 722-2225
Fax: (403) 722-2870
E-mail: lfcs@telusplanet.net

Supports schools using the Schools of Tomorrow or ACE program.

Association of Independent Schools and Colleges in Alberta (AISCA)

9125 – 50 Street
Edmonton, Alberta T6B 2H3

Phone: (780) 469-9868
Fax: (780) 469-9880
E-mail: aisca@kingsu.ab.ca

AISCA facilitates communication and co-operation between the schools and the government and its departments. The association helps create and maintain the social and political climate in which parents can carry out their educational responsibilities with the assurance that their initiatives are compatible with the legitimate concerns of their communities and Alberta society.

Christian Schools International, District 11

9125 – 50 Street
Edmonton, Alberta T6B 2H3

Phone: (780) 469-9653
Fax: (780) 469-9880
E-mail: csi@kingsu.ab.ca

Co-ordination of curriculum and support for private school authorities.

Federation of Independent Schools in Canada

11013 – 38 Street
Edmonton, Alberta T5W 2E7

Phone: (780) 479-4959
Fax: (780) 479-1286
E-mail: gduthler@oanet.com

Addresses national issues relating to independent schools.

Koinonia Christian Education Society

Box 1405
Didsbury, Alberta T0M 0W0

Phone: (403) 335-9587
Fax: (403) 335-9513
E-mail: kces@telusplanet.net

Provides support for smaller Christian Schools.

Seventh-day Adventist Alberta Conference

37541 Highway 2
Red Deer County, Alberta T4E 1B1

Phone: (403) 342-5044
Fax: (403) 353-1523
E-mail: altasda@telusplanet.net

Provides support for maintenance of Seventh-day Adventist schools.

Summary of Conditions for Classification of Alberta Private Schools	Registered	Accredited	Accredited-Funded
BASIC REQUIREMENTS			
<ul style="list-style-type: none"> The school provides a program that meets the requirements of the goals and standards applicable to the provision of basic education in Alberta. 	X	X	X
<ul style="list-style-type: none"> The school meets standards of student achievement and achievement testing acceptable to the Minister. 	X	X	X
<ul style="list-style-type: none"> The operator agrees to regular evaluation and monitoring by the Minister. 	X	X	X
<ul style="list-style-type: none"> The school facilities comply with all applicable provincial and local health, safety, and building standards. 	X	X	X
<ul style="list-style-type: none"> The operator maintains records of student enrollment in a manner acceptable to the Minister. 	X	X	X
<ul style="list-style-type: none"> The operator provides parents and students with rules for the discipline of students and for the suspension and expulsion of students that incorporate the principles of fundamental justice. 	X	X	X
<ul style="list-style-type: none"> The operator provides the Minister with an <i>Annual Operation Plan</i>. 	X	X	X
SPECIFIC REQUIREMENTS			
<ul style="list-style-type: none"> The operator provides parents with written notice: <ul style="list-style-type: none"> That students attending the school might not be placed in the same grade level if they transfer to another school. That the school cannot grant credit for senior high courses. Of the qualifications of the instructional staff. Of the operator's general liability insurance coverage. 	X		
<ul style="list-style-type: none"> The school offers students an education program that the Minister approves. 		X	X
<ul style="list-style-type: none"> Seven or more students from two or more families enroll and continue to be enrolled in the school. 		X	X
<ul style="list-style-type: none"> All teachers hold valid Alberta Teaching Certificates. 		X	X
<ul style="list-style-type: none"> During a school year the school offers students in grades 2 through 9 access to a minimum of 950 hours of instruction and/or offers students in grades 10 through 12 access to a minimum of 1000 hours of instruction. 		X	X
<ul style="list-style-type: none"> A non-profit society or company operates the school. 			X
<ul style="list-style-type: none"> The school follows the same requirements for teaching the <i>Alberta Programs of Study</i> as public schools. 			X
<ul style="list-style-type: none"> The school has operated as an accredited school for a minimum of one year. 			X
<ul style="list-style-type: none"> School principal holds valid Alberta Teaching Certificate 			X

Summary of Conditions for Classification of Alberta Private Schools	Registered	Accredited	Accredited-Funded
<ul style="list-style-type: none"> The operator is responsible for ensuring students it expels continue to have access to an education program. 			X
<ul style="list-style-type: none"> The operator has a blanket fidelity bond with respect to the operator and to the school's employees. The amount of the bond shall be the lesser of \$50,000 or 40% of the operator's provincial funding. 			X
<ul style="list-style-type: none"> The operator has a general liability insurance policy in the minimum amount of \$2,000,000 for each occurrence of injury or death. 		X	X
<ul style="list-style-type: none"> The operator annually prepares and makes available a <i>Three-Year Education Plan</i> and an <i>Annual Education Results Report</i>. 			X
<ul style="list-style-type: none"> The operator annually prepares for the Minister a <i>Budget Report</i> and <i>Audited Financial Statements</i>. 			X

F O R M

Annual Operational Plan

For a current form please contact your respective Zone Services.

A P P E N D I C E S

- (A) *School Act*, section 28
- (B) Private School Policy, 3.6.1
- (C) Private Schools Regulation, 190/2000
- (D) Student Record Regulation
- (E) Key Dates for Sharing Information with Alberta Learning
- (F) Goals and Standards Applicable to the Provision of Basic Education in Alberta
- (G) Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
- (H) Early Childhood Services Policy
- (I) Early Childhood Services Regulation
- (J) Guidelines to Section 8 of the *School Act* (Right of Access to Education)

**Division 2
Other Schools****Private schools**

28(1) A school is entitled to be registered as a private school if the operator applies to the Minister and the Minister is satisfied that

- (a) the school will provide a program of studies that complies with any orders made under section 39(1)(f),
- (b) the school will meet the standards of student achievement and achievement testing acceptable to the Minister,
- (c) the operator agrees to regular evaluation and monitoring by the Minister, and
- (d) the building that is used for school purposes meets and will continue to meet all applicable local and provincial health, safety and building standards.

(2) A private school is entitled to be accredited as an accredited private school if

- (a) the Minister approves the education program and any modification of it offered at the school, and
- (b) the Minister is satisfied that
 - (i) the operator of the private school continues to meet the requirements under subsection (1),
 - (ii) 7 or more students from 2 or more families are enrolled and continue to be enrolled in the school, and
 - (iii) individuals whose qualifications are approved by the Minister are employed to teach at the school.

(3) The Minister may cancel or suspend the registration or accreditation of a private school

- (a) if the operator of the school does not comply, in the case of a private school, with subsection (1) and, in the case of an accredited private school, with subsections (1) and (2),
- (b) if in the opinion of the Minister, the students at the school are not achieving acceptable educational progress, or
- (c) if the operator of the school permits education programs or instructional materials that do not comply with section 3 to be offered or used in the school.

(4) No person shall operate a school as a private school unless it is registered under subsection (1).

(5) If a person operates as a private school a school that is not registered under subsection (1) or in respect of which the registration has been cancelled or suspended, the Minister may by originating notice apply to the Court of Queen's Bench for an order restraining that person from operating the school during the time that

- (a) the school is not registered, or
- (b) the registration of the school is cancelled or suspended, as the case may be.

(6) The Minister may make regulations respecting private schools.

1988 cS-3.1 s22;1995 c27 s4;1997 c25 s4;1999 c28 s5

Information Bulletin Private Schools

BACKGROUND

The Government of Alberta recognizes that parents have a choice as to how and where education is provided to their children. However, the province has a compelling interest to ensure that all Alberta students have the opportunity to meet the standards of education set by the Minister.

The province has established two levels for private schools, accredited private schools and registered private schools. The requirements for each of these are given below (section 28 of the **Act**) and in the *Private Schools Regulation*.

Alberta Learning provides funding for students who meet eligibility criteria in approved private school programs, according to the terms and conditions described in the *Funding Manual for School Authorities*

POLICY

Alberta Learning recognizes that parents have the right to choose a private school for their children. The province has a compelling interest in the education of all children and has a responsibility to assess that the knowledge, skills and attitudes being taught are sufficient and the achievement of the students meets standards acceptable to the Minister.

STATUTE

School Act

Preamble

WHEREAS parents have a right and a responsibility to make decisions respecting the education of their children;

Interpretation

- 1 (1) (y) "school" means a structured learning environment through which an education program is offered to a student by
- (i) a board,
 - (ii) an operator of a private school,

Attendance at school

- 15 (2) Where a student who is required to attend a school under section 13
- (a) is enrolled in a private school, and
 - (b) does not regularly attend that private school,
- and the person responsible for the operation of that private school has made all reasonable efforts to ensure that the student attends school, the person responsible for the operation of that private school shall refer the matter to the Attendance Board.

Private schools

- 28 (1) A school is entitled to be registered as a private school if the operator applies to the Minister and the Minister is satisfied that
- (a) the school will provide a program of studies that complies with any orders made under section 39(1)(f),

- (b) the school will meet the standards of student achievement and achievement testing acceptable to the Minister,
 - (c) the operator agrees to regular evaluation and monitoring by the Minister, and
 - (d) the school meets and will continue to meet all local and provincial health, safety and building standards.
- (2) A private school is entitled to be accredited as an accredited private school if
- (a) the Minister approves the education program and any modification of it offered at the school, and
 - (b) the Minister is satisfied that
 - (i) the operator of the private school continues to meet the requirements under subsection (1),
 - (ii) 7 or more students from 2 or more families are enrolled and continue to be enrolled in the school, and
 - (iii) individuals whose qualifications are approved by the Minister are employed to teach at the school.
- (3) The Minister may cancel or suspend the registration or accreditation of a private school
- (a) if the operator of the school does not comply, in the case of a private school, with subsection (1) and, in the case of an accredited private school, with subsections (1) and (2),
 - (b) if in the opinion of the Minister, the students at the school are not achieving acceptable educational progress, or
 - (c) if the operator of the school permits education programs or instructional materials that do not comply with section 3 to be offered or used in the school.
- (4) No person shall operate a school as a private school unless it is registered under subsection (1).
- (5) If a person operates as a private school a school that is not registered under subsection (1) or in respect of which the registration has been cancelled or suspended, the Minister may by originating notice apply to the Court of Queen's Bench for an order restraining that person from operating the school during the time that
- (a) the school is not registered, or
 - (b) the registration of the school is suspended or cancelled, as the case may be.
- (6) The Minister may make regulations respecting private schools.

Courses, programs, etc.

39(1) The Minister may do the following:

- (a) prescribe courses of study or education programs, including the amount of instruction time;
- (b) authorize courses of study, education programs or instructional materials for use in schools;
- (c) prescribe the minimum total hours of instruction a board shall make available to a student in a school year;
- (d) approve any course, education program or instructional material that may be submitted to the Minister by a board or another operator of a school for use in a school;
- (e) subject to the right of a board to provide religious instruction, by order prohibit the use of a course, an education program or instructional material in schools;
- (f) by order adopt or approve goals and standards applicable to the provision of education in Alberta.

(3) The Minister may make regulations

- (a) governing the evaluation and inspection of teachers;
- (b) respecting the granting of certificates and diplomas;
- (c) respecting the examination and evaluation of individuals by the Minister, including appeals, fees and the payment of remuneration;

Inspections

- 43 (1) The Minister may authorize a person to inspect and evaluate teachers, schools, the operations of school districts and divisions, education programs, instructional materials or buildings used as a school.
- (2) A person authorized to make an inspection and evaluation under subsection (1) may include in the person's inspection an examination of the achievement of students and of the policies, procedures, books and records of a school jurisdiction or a person operating a school.
- (3) A person authorized to make an inspection and evaluation under subsection (1) may enter a building used as a school, other than a dwelling house, or any part of that building for the purpose of conducting the inspection and evaluation.

Government Organization Act

Section 13 of the **Government Organization Act** provides the authority to provide funding to private schools under the *School Grants Regulation A.R. 72/95*, Amended AR206/2001.

MINISTERIAL ORDERS

The Goals and Standards Applicable to the Provision of Basic Education in Alberta (Ministerial Order 004/98) and the Quality Teaching Standard (Ministerial Order 016/97) must be referred to in conjunction with this policy.

REGULATIONS

The *Private Schools Regulation A.R. 190/2000*, the Certification of Teachers Regulation AR 3/1999, the Practice Review of Teachers Regulation AR 4/1999 must be referred to in conjunction with this policy. See Section 5, **School Act** Regulations, in the *Policy, Regulations and Forms Manual*.

DEFINITIONS:

In this policy,

- a) "private school" means a school registered under section 28 of the **School Act**
- b) "accredited private school" means a private school that is accredited by the Minister under Section 28(2) of the **School Act**,
- c) "funded private school" means an accredited private school in accordance with sections 8 through 19 of the *Private Schools Regulation 190/2000* and which is eligible to receive a grant under the *School Grants Regulation AR 72/95 Amended AR206/2001*.
- d) "designated special education private school" in this policy means a funded private school that serves only students with special needs and which meets the criteria outlined in the *Funding Manual for School Authorities*.

PROCEDURES

- 1 Persons or groups seeking approval to operate a private school must notify the Minister by completing an operational plan (application) by May 31st for the next school year and forwarding it to the appropriate Zone Services Branch, who shall act on behalf of the Minister. Schools planning to continue their operation must complete and forward an annual operational plan to their respective Zone Services Branch by May 31.
- 2 Upon approval of the application, the appropriate Zone Services Branch shall inform and confirm with the applicant:
 - (1) the effective date of approval, and
 - (2) the grades or levels operating within the school.

- 3 A funded private school shall regularly complete/update a Three-Year Education Plan for its school community by May 31st of each year. In addition to this form, an Annual Education Results Report (AERR) must be developed by November 30th of each year that highlights results achieved in the Plan. The Three-Year Education Plan and AERR are to be kept on file at its authority/school office. A Zone Services manager will review these planning and reporting documents while conducting an on-site review of the private school.
- 4 A funded private school authority shall forward an AERR Summary Form, by November 30, that includes selected information about the outcomes achieved on the required provincial measures of Alberta Learning's Business Plan. Selected information for this form is gleaned from the full AERR prepared by the private school authority.
- 5 The Governance and Program Delivery Branch in conjunction with Zone Services Branches shall:
 - (1) regularly monitor each private school;
 - (2) regularly monitor each funded private school on-site.
 - (3) Monitor a private school on the basis of the program approved for that school and any other criteria as may be prescribed by the Minister;
 - (4) submit to the governing body or person a summary of findings/recommendations and where appropriate a report prepared under subsections (1) and/or (2) and, if not released by the governing body, may make such a report public after 60 days from the date of tabling;
- 6 A private school requesting to change its designation from registered to accredited, or vice versa, shall file a request with its respective Zone Services Branch.
- 7 A private school requesting an extension of its program from one divisional/grade level to another shall file a request with its respective Zone Services Branch.
- 8 A private school adding a new site, making changes to its existing site or to its location shall;
 - (1) immediately notify its respective Zone Services Branch; and
 - (2) comply with section 2(1)(i) of the *Private Schools Regulation* pertaining to compliance with municipal zoning bylaws and applicable municipal and provincial public health, safety, fire and building standards.,
- 9 A teacher in a private school requiring a recommendation for teacher certification may apply to the Association of Independent Schools and Colleges in Alberta (AISCA). As the approved signing officer, AISCA may conduct teacher evaluations and forward recommendations to the Director, Teacher Development and Certification Branch.
- 10 When a private school does not continue to meet the requirements of the **School Act** and the *Private Schools Regulation*, Field Services shall notify the operator of the private school and may make recommendations to resolve any problems. Failure to comply with such recommendations may result in cancellation or suspension of the registration or accreditation under section 28(3) of the **School Act**.
11. The status of the Designated Special Education Private School shall be approved annually by the Director of the Special Programs Branch.
- 12 A private school that wishes to temporarily suspend operations to a maximum of one year shall inform its respective Zone Services Branch in writing. Registration may resume provided conditions pertinent to the initial registration are in effect.

- 13 When a private school voluntarily ceases to operate, the operator shall notify its respective Zone Services Branch. If written notice of the school's ceasing to operate is not received from the operator, the respective Zone Services Branch, upon suspecting the school is closed, shall request clarification by registered mail. If a reply is not received within 30 days, the school shall be deemed to be closed.

See Section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained, and for Department/Branch addresses and phone and fax numbers.

REFERENCES

Please refer to the current editions of the following for additional information:

Advisory Manual on ECS for the Incorporated Non-Profit Society or Private School

An Integrated Framework to Enhance the Quality of Teaching in Alberta, 1996

Certification of Teachers Regulation
AR 3/1999

Funding Manual for School Authorities

Guide to Education: ECS to Grade 12

Individualized Program Plans

Practice Review of Teachers Regulation
4/1999

Private Schools Reference Manual

Private Schools Regulation 190/2000

School Authority Accountability Policy 2.2.1

Setting a New Framework: Report and Recommendations of the Private Schools Funding Task Force, February 1998

Student Evaluation Policy 2.1.2

Student Evaluation Regulation AR 169/1998

Student Health Partnership Service Plan Guidelines

Student Information System (SIS) User Guide

Student Record Regulation AR 71/1999

Teacher Growth, Supervision and Evaluation Policy 2.1.5

Use and Reporting of Results on Provincial Assessments Policy 2.1.3

Standards for Special Education

SCHOOL ACT**ALBERTA REGULATION 190/2000****PRIVATE SCHOOLS REGULATION**

Table of Contents

Definitions	1
Registered Private Schools	
Application for registration	2
Right to continue to operate	3
Duty to inform parent	4
Accredited Private Schools	
Application for accreditation	5
Right to hire non-certificated teachers	6
Policies	7
Funded Private Schools	
Application for grant	8
Waiting period before receiving grant	9
Required programs	10
Parent advisory council	11
Principal	12
School closure	13
Officers and auditor	14
Financial statements and budget	15
Insurance Policy	16
Fidelity bond	17
Education plan and annual education results report	18
Responsibility where student is expelled	19
General Matters	
Student records	20
Discipline, suspension and expulsion	21
Provision and disclosure of information	22
Repeal	23
Expiry	24

Definitions

- 1 In this Regulation,
- (a) "accredited private school" means a registered private school that has satisfied the requirements of section 28(2) of the Act;
 - (b) "Act" means the *School Act*;
 - (c) "Alberta Programs of Study" means the courses of study or education programs prescribed, authorized or approved by the Minister under section 39(1)(a), (b) and (d) of the Act;
 - (d) "fiscal year" means the 12-month period beginning on September 1 and ending on the following August 31;
 - (e) "funded private school" means an accredited private school that receives a grant under the School Grants Regulations (AR 72/95);
 - (f) "registered private school" means a school that is registered as a private school under section 28(1) of the Act.

Registered Private Schools

Application for registration

2(1) An application for registration as a registered private school must be submitted to the Minister and must include

- (a) the name of the persons or organization owning the school,
- (b) the name and mailing address of the school,
- (c) the location of the school if the location is not apparent from the mailing address,
- (d) the names of the operators of the school, if different from the persons or organization referred to in clause (a),
- (e) if the operator of the school is a corporation, the names of the officers of the corporation,
- (f) the qualifications of the proposed members of the instructional staff,
- (g) the proposed programs of study and, if different from the Alberta Programs of Study, a list of subjects proposed to be offered and an outline of the major skills and knowledge areas to be learned by students, which must be consistent with the requirements of section 2(1) and (3) of Ministerial Order No. 004/98, *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, made under section 39(1)(f) of the Act,
- (h) a description of the provincial achievement tests to be used or any alternative assessments acceptable to the Minister to be used which, in the case of evaluating achievement in grades 3, 6 and 9, must consist of standards that are similar to the standards contained in provincial achievement tests for those grades,

- (i) where applicable, proof that the building to be used by the school complies with municipal zoning bylaws and applicable municipal and provincial public health, safety, fire and building standards, and
 - (j) any additional information required by the Minister relating to the operation of the school.
- (2) If there are changes to the information referred to in subsection (1) after the application is submitted to the Minister, the changes must be submitted to the Minister forthwith.

Right to continue to operate

3(1) The operator of a registered private school who intends to operate the school beyond the first year must submit to the Minister an operating plan, in the form prescribed by the Minister, that includes

- (a) the number of students estimated to be enrolled in the school on September 30 of the school year for which the plan is to have effect, and
 - (b) any changes to the information submitted under section 2(1).
- (2) An operating plan must be submitted annually not later than May 31 preceding the school year for which the plan is to have effect.
- (3) An operator of more than one registered private school may submit one operating plan that relates to all of those schools.

Duty to inform parent

- 4 The operator of a registered private school that is not an accredited private school must inform the parent of a prospective student, in writing,
- (a) that a student who attends the school may not necessarily be placed at the same grade level if the student registers in another school,
 - (b) that the school cannot grant credit for senior high school courses taken at that school,
 - (c) of the general liability insurance coverage held by the operator in the event of accident or death, and
 - (d) of the qualifications of the members of the instructional staff.

Accredited Private Schools

Application for accreditation

- 5(1) The operator of a registered private school may apply to have the school accredited as an accredited private school.
- (2) An application under subsection (1) must be submitted to the Minister and must include
- (a) the information listed in section 2(1), and
 - (b) proof satisfactory to the Minister that the school meets the requirements of section 28(2)(b) of the Act.

Right to hire non-certificated teachers

6 The operator of an accredited private school may employ a competent individual to teach a language, culture or religion in the school under the supervision of a teacher who holds a certificate of qualification as a teacher issued under the Act.

Policies

7 The operator of an accredited private school must develop and maintain policies regarding the evaluation of students and teachers that are consistent with the policies of the Minister.

Funded Private Schools

Application for grant

8 The operator of an accredited private school may apply to the Minister for a grant under the *School Grants Regulation* (AR 72/95).

Waiting period before receiving grant

9(1) An accredited private school must operate for at least one school year before it is eligible to receive a grant under the *School Grants Regulation* (AR 72/95).

(2) The Minister may waive the requirement in subsection (1).

Required programs

10(1) The operator of a funded private school must

- (a) provide the Alberta Programs of Study in accordance with section 39(1)(a), (b), (c) and (d) of the Act,
- (b) ensure that students enrolled in the school have sufficient opportunity to achieve, to an acceptable level, the provincial learning outcomes as defined in Ministerial Order No. 004/98, *Goals and Standards Applicable to the Provision of Basic Education in Alberta*, made under section 39(1)(f) of the Act,
- (c) use the provincial achievement tests and diploma examinations, and
- (d) ensure that students enrolled in the school meet the provincial graduation requirements.

(2) The operator of a private school that was a funded private school immediately before the coming into force of this Regulation must comply with subsection (1) on or before September 1, 2001.

Parent advisory council

11(1) The operator of a funded private school must establish a parent advisory council if the parents of students enrolled in the school do not constitute a majority of the members of the operating board of the school.

(2) In this section, "parent advisory council", in respect of a funded private school, means a group of parents of students enrolled in the school who provide advice to the principal of the school and the operating board of the school respecting any matter relating to the school.

Principal

12(1) The operator of a funded private school must designate a person to act as the principal of the school.

(2) A person who does not hold a teaching certificate issued under the *Certification of Teachers Regulation* (AR 3/99) is not eligible to be designated under subsection (1).

School Closure

13 If the operator of a funded private school intends to close the school, the operator must provide 30 days advance written notice to the parents of each student enrolled in the school and to the Minister.

Officers and auditor

14 The operator of a funded private school must

- (a) appoint a secretary and a treasurer, or one person to act as the secretary-treasurer of the school, who is neither the chair nor the president of the operating board of the school, and
- (b) appoint a person who is registered and qualified to perform an audit pursuant to the *Chartered Accountants Act*, the *Certified Management Accountants Act* or the *Certified General Accountants Act* to act as the auditor for the school, and must report their names and addresses to the Minister.

Financial statements and budget

15(1) The operator of a funded private school must submit to the Minister annually on or before November 30, in the form prescribed by the Minister,

- (a) the original and one copy of the financial statements for the school's fiscal year ending on the August 31 preceding that date, signed by the chair of the operating board of the school and by the treasurer or secretary-treasurer appointed under section 14(a), and
- (b) an auditor's report.

(2) The operator of a funded private school must submit to the Minister annually on or before May 31, in the form prescribed by the Minister, the budget for the school's fiscal year starting on the September 1 following that date.

(3) An operator of more than one funded private school may, with the prior approval of the Minister, submit to the Minister

- (a) financial statements under subsection (1) that relate to all of those schools, and
- (b) a budget under subsection (2) that relates to all of those schools.

Insurance policy

16(1) The operator of a funded private school must keep in force, and provide the Minister on request with evidence of the existence of, a general liability insurance policy or other form of indemnification in an amount that is not less than \$2 million for each occurrence of loss or damage resulting from bodily injury to or the death of one or more persons, and for loss or damage to property, regardless of the number of claims arising from any one occurrence.

(2) The policy or other form of indemnification referred to in subsection (1) must provide coverage to a funded private school for all claims arising from

- (a) a liability imposed by law on the operator of the school, and
- (b) a liability assumed under any agreement entered into by the operator of the school.

(3) The operator of a funded private school must ensure that in the policy or other form of indemnification referred to in subsection (1), the word "insured" is defined to include

- (a) the name insured, and
- (b) any employee, member of the operating board, agent or other person, whether receiving compensation or not, when acting within the scope of that person's duties for the named insured.

Fidelity bond

17 The operator of a funded private school must maintain a fidelity bond in an amount acceptable to the Minister that covers the operator and other employees of the school while carrying out duties relating to any money or security belonging to or held by the school.

Education plan and annual education results report

18(1) The operator of a funded private school

- (a) must develop, implement and maintain policies regarding the school's 3-year education plan and its annual education results report that are consistent with the policies of the Minister, and
- (b) must prepare the 3-year education plan and annual education results report in the form prescribed by the Minister.

(2) Subsection (1) does not apply where the funded private school offers only heritage language programs or cultural programs, or both.

Responsibility where student is expelled

19 Where a student is expelled from a funded private school, the operator of the school

- (a) continues to be responsible for the student's education program for the remainder of the school year, and
- (b) must ensure that the student has access to an education program for the remainder of the school year.

General Matters

Student records

20(1) Only sections 1, 2(1)(a) and (c) to (i), 5(1) and 6 of the *Student Record Regulation* (AR 71/99) apply to registered private schools.

(2) The *Student Record Regulation* (AR 71/99) applies to accredited private schools except for the following sections:

- (a) sections 2(1)(s);
- (b) section 5(2)(a), (4) and (5);
- (c) section 7.

(3) On closing a private school, the operator must forward the student record for each student enrolled in the school

- (a) to the school to which the student transfers, or
- (b) if the school to which the student transfers is unknown, to the Minister.

Discipline, suspension and expulsion

21 The operator of each private school must

- (a) make rules for the discipline of students and for the suspension and expulsion of students that incorporate the principles of fundamental justice, and
- (c) provide copies of the rules to the students enrolled in the school and their parents.

Provision and disclosure of information

28(1) The operator of each private school must provide to the Minister any information relating to the school that the Minister requests in writing.

(2) The Minister may publish or otherwise disclose any information the Minister receives under subsection (1).

Repeal

23 The *Private Schools Regulation* (AR 39/89) is repealed.

Expiry

24 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on March 31, 2005.

Accredited Private Schools – all section apply except those boxed

Registered Private Schools – only sections identified with an “R” apply

SCHOOL ACT

ALBERTA REGULATION 71/99

STUDENT RECORD REGULATION

Table of Contents

Definition	1
Student record	2
Retention of student record	3
Disposal and destruction of student record	4
Access to student record	5
Student transfer	6
Compliance	7
Repeal	8
Expiry	9

The regulations contained in this Manual have been consolidated to include all amendments. Users of these consolidated regulations are reminded that they have no legislative authority and have been included for convenience of reference only. The original Orders in Council and Ministerial Orders as they appear in the Alberta Gazette Part II must be consulted for all purposes of interpreting and applying the law.

Definition

- R** 1 In this Regulation, "Act" means the *School Act*.

Student record

- 2(1) The student record of a student must contain all information affecting the decisions made about the education of the student that is collected or maintained by a board, regardless of the manner in which it is maintained or stored, including

- R** (a) the student's name as registered under the *Vital Statistics Act* or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known,
- (b) the student identification number assigned to the student by the Minister and any student identification number assigned to the student by a board,
- R** (c) the name of the student's parent,
- (d) a copy of any separation agreement or court order referred to in section 23(2)(c) of the Act,
- (e) the birth date of the student,
- (f) the sex of the student,
- (g) the addresses and telephone numbers of the student and of the student's parent,
- (h) the board of which the student is a resident student,
- (i) the citizenship of the student and, if the student is not a Canadian citizen, the type of visa or other document pursuant to which the student is lawfully admitted to Canada for permanent or temporary residence, and the expiry date of that visa or other document,
- (j) the names of all schools attended by the student in Alberta and the dates of enrolment, if known,
- (k) an annual summary or a summary at the end of each semester of the student's achievement or progress in the courses and programs in which the student is enrolled,
- (l) the results obtained by the student on any
- (i) diagnostic test, achievement test and diploma examination conducted by or on behalf of the Province, and
- (ii) standardized tests under any testing program administered by the board to all or a large portion of the students or to a specific grade level of students,
- (m) the results of any application under the *Student Evaluation Regulation* (AR 169/98) for special provisions or directives,
- (n) either
- (i) the name of any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by a board, a summary of the results of the assessment or evaluation, the date of the assessment or evaluation and the name of the person who administered the assessment or evaluation, or
- (ii) any interpretive report relating to the student and any action taken as program planning as a result of the assessment, evaluation or interpretive report,
- (o) any assessment or evaluation referred to in clause (n)(i) or any interpretive report referred to in clause (n)(ii) that the parent of the student or the student wishes to be placed on the student record,

- (p) any health information that the parent of the student or the student wishes to be placed on the student record,
- (q) an annual summary of the student's school attendance,
- (r) information about any suspension or expulsion relating to the student or the student's rights pursuant to the Act, which must be retained on the student record
 - (i) for one year following the date of the suspension or expulsion, or
 - (ii) until June 30 of the year following the year in which the suspension or expulsion occurred,

whichever occurs last, and

- (s) if the parent of the student is eligible to have the student taught in the French language pursuant to section 23 of the *Canadian Charter of Rights and Freedoms*, a notation to indicate that and a notation to indicate whether the parent wishes to exercise that right

- (2) If an individualized program plan is specifically devised for a student, the plan and any amendments to the plan must be placed on the student record of that student.
- (3) A board may require
 - (a) that the information referred to in subsection (1)(a) be provided to the board by means of a copy, acceptable to the board, of
 - (i) the student's birth certificate, if the student was born in Canada, or
 - (ii) another official document acceptable to the board, if the student was born outside Canada, and
 - (b) that the information referred to in subsection (1)(i) be provided to the board by means of a copy, acceptable to the board, of a Canadian citizenship certificate or of the visa or other document referred to in subsection (1)(i).
- (4) Notwithstanding subsection (1), a student record must not include
 - (a) any information contained in
 - (i) notes and observations prepared by and for the exclusive use of a teacher, teacher's assistant, counsellor or principal, and that are not used in program placement decisions,
 - (ii) a report or an investigation record relating to the student under the *Child Welfare Act* or,
 - (iii) counselling records relating to the student that is or may be personal, sensitive or embarrassing to the student, unless subsection (6) applies, or
 - (b) any information that identifies a student as a young person as defined in the *Young Offenders Act* and all information relating to that student in that capacity.

- (5) Notwithstanding subsection (1), a board may exclude from a student record a test instrument or any part of it, but where there is an appeal before the board in respect of a test, a test result or an evaluation of a student in respect of a test or a test result, the persons referred to in section 23(2) of the Act may review a test instrument as if it were part of the student record.
- (6) A board may include in a student record any information referred to in subsection (4)(a)(iii) that in the board's opinion would clearly be injurious to the student if disclosed, where inclusion of the information in the student record would, in the board's opinion, be
 - (a) in the public interest, or
 - (b) necessary to ensure the safety of students and staff.
- (7) The board shall ensure that the information referred to in subsection (1) is updated annually.

Retention of student record

- 3(1) Subject to subsection (2), a board shall keep a student record containing the information referred to in section 2(1) and (2) for at least 7 years after the student ceases to attend a school operated by the board or until the record has been forwarded to another school in accordance with section 6(1).
- (2) If a student transfers from a school in Alberta to a school outside Alberta, the board that operates the school from which the student transfers shall keep the student record containing the information referred to in section 2(1) and (2) for at least 7 years after the date the student could be expected to have completed grade 12 if the student had not transferred from the school.

Disposal and destruction of student record

- 4(1) A board shall dispose of or destroy student records that are no longer required to be kept under section 3.
- (2) Student records shall be disposed of or destroyed in a manner that maintains the confidentiality of the information in the record.
- (3) A board shall dispose of information referred to in section 2(4) relating to a student in the same manner as student records are to be disposed of under subsection (2).

Access to student record

- R** 5(1) A board shall ensure that a student, the student's parent and any other person who has access to the student under a separation agreement or an order of a court are informed of their entitlement under section 23 of the Act to review the student record of that student.
- (2) A board shall ensure that the contents of a student record are not disclosed except in accordance with

- (a) the ~~Freedom of Information and Protection of Privacy Act~~, and

- (b) any one of the following:
 - (i) in accordance with sections 23, 40, 41 and 43 of the Act;
 - (ii) to an employee or agent of the board if the information is necessary and relevant to a matter being dealt with by the employee or agent;
 - (iii) to the Minister at the request of the Minister for the purpose of carrying out any program or policy under the Minister's administration;
 - (iv) with the written consent of
 - (A) the parent if the student is under 16 years of age, or
 - (B) the student or the parent if the student is 16 years of age or older;
 - (v) in accordance with section 6 of this Regulation;
 - (v) in accordance with any other regulation under the Act.
- (3) A board shall disclose information contained in a student record to the Department of Justice of the Government of Alberta or to its designate when requested by that Department or its designate for the purpose of administering the *Young Offenders Act* or the *Young Offenders Act (Canada)* or carrying out any program or policy under either Act.

- (4) A board shall, at the written request of a medical officer of health as defined in the *Public Health Act* or his designate, disclose
 - (a) a student's name, address, date of birth, sex and school, and
 - (b) the name, address and telephone number of the student's parent or guardian, to the medical officer of health or his designate for the purpose of contacting parents or guardians regarding voluntary health programs offered by the regional health authority, including immunization, hearing, vision, speech and dental health programs, and for the purpose of communicable disease control.
 - (5) A board shall ensure that the information referred to in section 2(4) is disclosed only in accordance with the *Freedom of Information and Protection of Privacy Act*.

Student transfer

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- 6(1) If a student transfers to another school in Alberta, the board from which the student transfers shall, on receipt of a written request from that school, send the student record containing the information referred to in section 2(1) and (2) to that school.
- (2) If a student transfers to a school outside Alberta, the board from which the student transfers shall, on receipt of a written request from that school, send a copy of the student record containing the information referred to in section 2(1) and (2) to that school.

Compliance

- 7 A board shall designate one of its employees to be responsible for ensuring that the policies and procedures established by the board relating
- (a) to student records, and
 - (b) to information referred to in section 2(4) comply with this Regulation and the *Freedom of Information and Protection of Privacy Act*.

Repeal

- 8 The *Student Record Regulation* (AR 213/89) is repealed.

Expiry

- 9 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on February 29, 2004.

Key Dates for Forwarding Information to Alberta Learning

Legend:

AL – Alberta Learning

FD – Funded

Non-FD – Non-funded

REG – Registered

AOP – Annual Operation Plan

GPD – Governance and Program Delivery Branch

IS – Information Services

SR – School Reporting

ZSB - Zone Services Branch (Zone 1, 2/3, 4, 5 or 6 depending on where private school is located).

TDC - Teacher Development and Certification

SPB – Special Programs Branch

Due Date (Approx.)	Activity	ALContact	Submit to:	FD	Non-FD	REG
Sept. 19	Updated teaching staff information – Part B, AOP.	Bruce Stonell (403) 297-5024	ZSB	*	*	*
Sept. 30	Certified Personnel Records.	Director (780) 427-2045	TDC	*	*	
Oct. 6	Student Registration based on Sept 30 Count.	Help Desk (780) 427-1111	IS	*	*	*
Oct. 8	Severe Disabilities applications.	Director (780)422-6326	SPB	*		
Nov. 30	Audited Financial Statement.	Maria Clawson (780) 427-7404	SR	*		
Nov. 30	Annual Education Results Report Summary Form (AERR).	Bruce Stonell (403) 297-5024	ZSB	*		
Feb. 1	PUF applications for children whose programs started in the fall.	Director (780) 422-6326	SPB	*		
March 5	Student registration based on March 1 count, grades 1 – 12.	Help Desk (780) 427-1111	IS	*	*	*
May 1	PUF applications for children starting after Feb. 1.	Director (780) 422-6326	SPB	*		
May 31	AOP.	Bruce Stonell (403) 297-5024	ZSB	*	*	*
May 31	Budget Report.	Maria Clawson (780) 427-7404	SR	*		

MAILING ADDRESSES

Zone Services Branches

9th Floor, 44 Capital Blvd.
10044 – 108 Street N.W.
Edmonton, Alberta T5J 5E6

Zone 1: (780) 427-5394
Zone 2/3: (780) 427-9296
Zone 4: (780) 427-5381
Zone 5: (780) 415-9312
Zone 6: (780) 427-5377

Governance and Program Delivery

8th Floor, 44 Capital Blvd.
10044 – 108 Street N.W.
Edmonton, Alberta
T5J 5E6

Phone: (780) 427-7235
Fax: (780) 427-5930

Calgary Office of Basic Learning

2620 Monenco Place
801 – 6 Ave. S.W.
Calgary, Alberta T2P 3W2

Phone: (780) 427-7235

Teacher Development and Certification

12th Floor, Harley Court
10045 – 111 Street
Edmonton, Alberta T5K 2M5

Phone: (780) 427-2045

Mailing Address:

44 Capital Boulevard, 10044 – 108 Street N.W.
Edmonton, Alberta T5J 5E6

Special Programs Branch

8th Floor, 44 Capital Blvd.
10044 – 108 Street N.W.
Edmonton, Alberta T5J 5E6

Phone: (780) 422-6326

School Reporting

8th Floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta T5J 4L5

Phone: (780) 427-2055

Information Services:

2nd Floor, 44 Capital Blvd.
10044 – 108 Street N.W.
Edmonton, Alberta T5J 5E6

Phone: (780) 427-1111

*Ministerial Order (#004/98)**Goals and Standards Applicable to the Provision of Basic Education in Alberta*

- 1 Ministerial Order No. 017/97, dated May 30, 1997 is hereby repealed by this order.
- 2 Pursuant to Section 25(1)(f) of the School Act, I approve the following goals and standards applicable to the provision of basic education in Alberta:
 - (1) A basic education must provide students with a solid core program including language arts, mathematics, science and social studies.
 - (2) Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.
 - (3) Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

 - (a) read for information, understanding and enjoyment
 - (b) write and speak clearly, accurately and appropriately for the context
 - (c) use mathematics to solve problems in business, science and daily-life situations
 - (d) understand the physical world, ecology and the diversity of life
 - (e) understand the scientific method, the nature of science and technology, and their application to daily life
 - (f) know the history and geography of Canada and have a general understanding of world history and geography

- (g) understand Canada's political, social, and economic systems within a global context
- (h) respect the cultural diversity and common values of Canada
- (i) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals
- (j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being
- (k) know the basic requirements of an active, healthful lifestyle
- (l) understand and appreciate literature, the arts and the creative process
- (m) research an issue thoroughly and evaluate the credibility and reliability of information sources
- (n) demonstrate critical and creative thinking skills in problem solving and decision making
- (o) demonstrate competence in using information technologies
- (p) know how to work independently and as part of a team
- (q) manage time and other resources needed to complete a task
- (r) demonstrate initiative, leadership, flexibility, and persistence
- (s) evaluate their own endeavours and continually strive to improve
- (t) have the desire and realize the need for life-long learning.

(4) Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes referred to in section 2(3) of this order, the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

(5) Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

Ministerial Order (#16/97)
***Teaching Quality Standard Applicable to the
Provision of Basic Education in Alberta***

- 1 Pursuant to Section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

- (1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

- (2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;
- f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;
- g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;
- h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

- i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;
- j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;
- k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;
- l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;
- m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;
- n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;
- o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
- p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
- q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

- a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

student variables

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students
- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

regulatory variables

- *Government Organization Act*
- *School Act* and provincial regulations, policies and Ministerial Orders
- *Child Welfare Act*
- *Canadian Charter of Rights and Freedoms*
- school authority policies
- Guide to Education
- programs of study

school variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant

teacher variables

- teaching experience
- learning experiences

parent and societal variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

- b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

- c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and

importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

- d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

- e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

- f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model

the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

- g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

- h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning

technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

- i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

- j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

Education Programs and Services Early Childhood Services Policy

BACKGROUND

Early childhood is a particularly significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. Young children benefit from programs that help them explore the world around them and guide them through the transition to a more formal learning environment.

Early Childhood Services (ECS) programs provide services to address the developmental needs of children before they enter grade one. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs provide additional support for children with special needs to assist them in reaching their full learning potential.

The use of the words, "child" or "children" is purposeful and reflects the optional aspect of participation in ECS programs which are not mandatory. In contrast, the term, "student" reflects the right of access to an education under section 8 of the *School Act* and that attendance at school is compulsory for a child 6 years of age or older on September 1st as per section 13(1) of the *School Act*.

ECS operators in cooperation with parents, staff and community services develop, implement and evaluate programs. Parents and families play a central role in their children's lives and therefore opportunities are provided for parents to be meaningfully involved in their children's education.

POLICY

Early Childhood Services programs meet the developmental learning needs of children and prepare them for lifelong learning.

STATUTE

School Act

Early childhood services program

- 30 (1) A board or, with the approval of the Minister, a person may provide an early childhood services program to
- (a) a child who, as of September 1, is younger than 6 years of age, if the parent of the child agrees, or
 - (b) a student, if the parent of the student and the board are of the opinion that the program will benefit the student.
- (2) A person or board that provides an early childhood services program may charge fees in respect of the program from the parent of a child referred to in subsection (1)(a) who attends the program.
- (3) If a child referred to in subsection (1)(a) attends a program under this section, the child is not, by reason of attending that program,
- (a) a resident student of the board, or
 - (b) entitled to any of the rights or benefits given to a student under this Act.

- (4) The Minister may make regulations respecting early childhood services programs.

REGULATIONS

The *Early Childhood Services Regulation* A.R. 35/89 as amended, the *Certification of Teachers Regulation* A.R. 3/99 and the *Private Schools Regulation* A.R. 190/2000 must be referred to in conjunction with this policy. See [Section 5](#), Regulations made under the *School Act*, in the *Policy, Regulations and Forms Manual*.

ADDITIONAL DEFINITIONS

In this policy,

- 1 "child" means an individual who is eligible for ECS funding and:
 - (a) whose age on September 1 in the program year in which he is attending is
 - (i) in the case of a child who has severe disabilities or is hearing impaired:
2 years and 6 months*
 - (ii) in the case of a child with a mild or moderate disability:
3 years and 6 months*
 - (iii) in the case of a regular program child:
4 years and 6 months*
 - (iv) in the case of a developmentally immature student:
5 years and 6 months, and although eligible to proceed to Grade 1, is deemed by the parent, ECS operator and board to benefit by continuation in an ECS program. *
- * ECS operators need to take into consideration the Grade 1 entrance age in the community when enrolling children in the program.

- (b) whose parent is ordinarily resident in Alberta, but who is not
 - (i) counted by another operator, or
 - (ii) in another program, or
 - (iii) a First Nations child in respect of whom payment is received by the operator from the Government of Canada.

- 2 "developmentally immature student" means an individual of compulsory age for basic education but who, in the opinion of his/her parent, ECS operator and school board, would benefit from an ECS program. This student is not eligible for special education funding. A developmentally immature student whose program plan involves both ECS and Grade 1 instruction may be counted either as a child under Part 2 of the *Funding Manual for School Authorities* or as a funded student under Part 1.
- 3 "Individualized Program Plan" (IPP) means a concise plan of action designed to address the child's special needs, and is based on diagnostic information which provides the basis for intervention strategies. All children with special needs require an IPP.
- 4 "special needs" means a child with mild, moderate or severe disabilities, or a child who is gifted and talented as defined in the *Student Information System (SIS) User Guide*.
- 5 "kindergarten" means one component of the total ECS program funded by Alberta Learning, and refers to the year immediately prior to Grade 1. The Kindergarten Program Statement describes the learner expectations that will help prepare children for entry into Grade 1 and provide a foundation for later success.
- 6 "private ECS operators" means a society registered under the Societies Act, a non-profit company registered under Part 9 of the Companies Act or

a non-profit corporation incorporated by or under an Act of the Legislature, other than a private school, that

- (i) operates an early childhood services program, and
- (ii) receives funding under the *Learning Grants Regulation* (AR 77/2003) in respect of the operation of the program.

- 7 A basic ECS program includes 475 hours of instruction; at least 22 in-home visits to each child in an in-home program during the school year; or the equivalent in a combination of hours and visits. Basic instruction funding includes support for instructional salaries and benefits, learning resources (to provide for a basic program), furnishings and equipment.

PROCEDURES

Regular Programs

- 1 The operator of an early childhood services program shall develop, keep current and implement written policies and procedures that are consistent with provincial regulations, policies, and procedures.
- 2 The operator of an early childhood services program shall
 - (1) establish and maintain legal status, and
 - (2) employ certificated teachers who are issued an Alberta teaching certificate under the *Certification of Teachers Regulation* A.R. 3/99.
- 3 A child referred to in section 30(1)(a) of the *School Act* is not a resident or non-resident student of a board. Approved operators shall not use the residency or non-residency of the parent of a child in a district or division to:
 - (1) deny access to the program of a child; or

- (2) differentiate as to the fees charged for the program.

However, ECS operators need to take into account the Grade 1 entrance age policy of the school authority the child is likely to attend as a student.

- 4 A teacher of an ECS program in a private school or with a private ECS operator, requiring a recommendation for permanent teacher certification may apply to the Association of Independent Schools and Colleges in Alberta (AISCA). AISCA, the approved signing officer, may conduct teacher evaluations and forward recommendations to the Registrar appointed under the *Certification of Teachers Regulation*, A.R. 3/99.
- 5 Alberta Learning may review early childhood services programs.
- 6 Alberta Learning provides funding for children who meet eligibility criteria in approved ECS programs, according to the terms and conditions described in the *Funding Manual for School Authorities*.
- 7 A private ECS operator must send by November 30 of each year, an annual report to Zone Services of the Basic Learning Division. Other ECS operators report through their annual education results report.
- 8 Private ECS operators must send to Zone Services of the Basic Learning Division, a notification of intent to operate by July 31 of each year. Private schools with ECS programs must send by May 31 of each year, their Notice of Intent to Operate as part of their "Annual Operational Plan".
- 9 No instructional fees shall be charged to parents for a basic ECS program of 475 hours. Should a parent wish a basic program then the operator cannot charge an instructional fee. An operator may charge non-instructional fees (e.g., for snacks, supplies, field trips

and registration fees to be members of the ECS society). Instructional fees may be charged for those hours beyond a basic 475 hour program.

Programs For Children With Special Needs

- 10 An approved ECS operator shall accept and organize programming for all children with special needs who meet eligibility criteria, and for whom programming is requested.
- 11 All children with special needs will require an Individualized Program Plans (IPPs).
- 12 Alberta Learning provides funding, in addition to basic instruction, for children with special needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented and those who are socially or economically disadvantaged. For further details see Part 2 of the *Funding Manual for School Authorities*.
- 13 ECS operators serving children with special needs, shall:
 - (1) develop policy and procedures addressing the special needs component of the ECS Program consistent with Alberta Learning regulations;
 - (2) maintain screening/assessment information on file;
 - (3) consult with and inform parents of all program placement decisions and of all program planning, implementation and evaluation activities directly involving their child;
 - (4) make use of provincial and local monitoring and auditing activities to improve their special needs programs; and
 - (5) have on file an Individualized Program Plan (IPP) for each child with mild, moderate or severe disabilities and for gifted and talented children.

- 14 Regular in-service opportunities should be available to all staff and parents.
- 15 ECS operators are encouraged to become partners in the Student Health Initiative. Through this partnership their capability to deliver health and related support services to children, will be strengthened.

REFERENCES

Please ensure you are referencing current editions of the following documents:

Advisory Manual on ECS for the Incorporated Non-Profit Society or Private School

ECS Program Unit Funding: A Handbook for ECS Operators

Funding Manual for School Authorities

Private Schools Policy 3.6.1

Guide to Education: ECS to Grade 12

Individualized Program Plans: A Reference for Teachers

Kindergarten Program Statement

Teacher Growth, Supervision and Evaluation Policy 2.1.5

School Authority Accountability Policy 2.1.1

Services for Students and Children Policy 1.8.1

Students Health Partnership Service Plan Guidelines

Student Health Partnership Annual Report Guidelines

Student Health Initiative

The Alberta Children's Initiative (ACYI) 2000-2001 Annual Report

Student Information System (SIS) User Guide

See Section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained, and for Department contacts.

SCHOOL ACT
ALBERTA REGULATION 31/2002
EARLY CHILDHOOD SERVICES REGULATION

Table of Contents

Definitions	1
Application	2
Safety standards	3
Programs, policies	4
Teachers	5
Records	6
Secretary, treasurer, auditor	7
Financial reporting	8
Insurance	9
Fidelity bond	10
Repeal	11
Expiry	12

Definitions

- 1 In this Regulation,
- (a) "Act" means the *School Act*;
 - (b) "board" means a board as defined in the Act and includes an operator of a charter school;
 - (c) "fiscal year" means the 12-month period beginning on September 1 and ending on the following August 31;
 - (d) "operator" means a board, the operator of an accredited private school or a private ECS operator;
 - (e) "private ECS operator" means a society registered under the *Societies Act*, a non-profit company registered under Part 9 of the *Companies Act* or a non-profit corporation incorporated by or under an Act of the Legislature, other than a private school, that
 - (i) operates an early childhood services program, and
 - (ii) receives funding under the *School Grants Regulation* (AR 72/95) in respect of the operation of the program.

Application

- 2(1) A person, other than a board, who wishes to operate an early childhood services program must apply to the Minister for approval on a form prescribed by the Minister.
- (2) Each year an operator, other than a board, who wishes to continue to operate an early childhood services program shall apply to the Minister for approval in a form prescribed by the Minister.

Safety standards

- 3 An early childhood services program must be operated in a facility that complies with all applicable municipal and provincial public health, safety, fire and building standards.

Programs, policies

- 4 The operator of an early childhood services program must develop and maintain policies and programs that are consistent with the Minister's early childhood services policies and programs.

Teachers

- 5 The operator of an early childhood services program may only employ as a teacher an individual who holds a certificate of qualification as a teacher issued under the Act.

Records

- 6 The operator of an early childhood services program must
 - (a) keep records of enrolment and attendance in a form acceptable to the Minister, and
 - (b) submit to the Minister any other information that the Minister may request.

Secretary, treasurer, auditor

- 7 The operator of an early childhood services program must
 - (a) appoint a secretary and a treasurer, or one person to act as the secretary-treasurer, for the program, who is neither the chair, nor a trustee, nor the president of the organization, and
 - (b) appoint a person who is registered and qualified to perform an audit pursuant to the *Regulated Accounting Profession Act* to be the auditor for the program,and must report their names and addresses to the Minister.

Financial reporting

- 8(1) The operator of an early childhood services program must submit to the Minister annually on or before November 30, in a form prescribed by the Minister, the original and one copy of the financial statements for the fiscal year ending on the August 31 preceding that date, including an auditor's report signed by the auditor.

- (2) The operator of an early childhood services program, other than a private ECS operator, must submit to the Minister annually on or before May 31, in a form prescribed by the Minister, the original and one copy of the budget for the fiscal year starting on the September 1 following that date.
- (3) A private ECS operator must submit to the Minister annually on or before November 30, in a form prescribed by the Minister, the original and one copy of the budget for the fiscal year starting on the September 1 preceding that date.

Insurance

- 9(1) The operator of an early childhood services program must keep in force a general liability insurance policy or other form of indemnification in an amount that is not less than \$2 000 000 for each occurrence for loss or damage resulting from bodily injury to or the death of one or more persons, and for loss or damage to property, regardless of the number of claims arising from any one occurrence.
- (2) The policy or other form of indemnification referred to in subsection (1) must provide coverage to the operator for all claims arising from a liability imposed by law on the operator, and from a liability assumed under any agreement entered into by the operator.
- (3) The operator of an early childhood services program must ensure that in the general liability policy or other form of indemnification referred to in subsection (1), the word, "insured" is defined to include
 - (a) the named insured, and
 - (b) any employee, board member, agent or other person, whether receiving compensation or not, when acting within the scope of that person's duties for the named insured.

Fidelity bond

- 10 The operator of an early childhood services program must maintain a fidelity bond in an amount acceptable to the Minister that covers the operator and its employees while carrying out duties relating to any money or security belonging to or held by the operator.

Repeal

- 11 The *Early Childhood Services Regulation* (AR 35/89) is repealed.

Expiry

- 12 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on March 1, 2009.

Definition of Temporary Resident (GUIDELINES TO SECTION 8 OF THE SCHOOL ACT)

The following guidelines define a temporary resident for the purposes of the *Alberta School Act*. In cases where children's parents fit the definition of a temporary resident, children will have a right of access to basic education in Alberta under section 8 of the *School Act*, and will therefore be eligible for provincial grants.

- For purposes related to the interpretation of the *School Act*, temporary resident will be defined as a person who:
 - has been issued a student authorization and is registered in a full-time, full-year program (e.g., a foreign student who is registered full-time in a recognized post-secondary program in Alberta for one year or more), or
 - has been issued an employment authorization to work temporarily in Canada (e.g., a temporary foreign worker), or
 - has filed a refugee claim to the Immigration and Refugee Board (IRB) within the past year (e.g., a refugee claimant), or
 - has been issued a federal Minister's Permit, or
 - has diplomatic status in Canada.
- Temporary residents will not include:
 - Visitors/tourists to Canada, with or without a valid visitor's visa;
 - Individuals in Canada with student authorizations who are not registered in a full-time, full-year program; and
 - Individuals in Canada for three months or less for the purposes of language training.
- A child whose parent(s) fit the definition of a temporary resident, as it relates to the *School Act*, is eligible to access basic education and the parent can not be required to pay foreign student tuition fees. In all other cases, children are required to have a valid student authorization (a federal requirement) and the parent may be required to pay foreign student fees at the discretion of the school board.

The rationale for identifying the above groups as temporary residents is:

- The original intent of section 8(1) of the *School Act* was to include the children of persons with student authorizations, provided those persons were registered in a full-time and full-year program in Alberta, and selected other categories (e.g., children of diplomats).
- Temporary foreign workers contribute to the overall tax base in Alberta and therefore contribute to overall funding of the public basic education system.

- Refugee claimants who have filed a refugee claim with the IRB are in Canada awaiting approval of permanent resident status in Canada. The provision of basic education to dependent children would be based on compassionate grounds.
- Individuals on Minister's Permits are not considered visitors to Canada but have been admitted to Canada on compassionate grounds.
- Canada has a reciprocal understanding with other nations to all diplomats' dependents to access each country's institutions. These children do not require student authorizations to attend school in Canada.