



May 9, 2016

MANUAL OF ADMINISTRATIVE POLICIES

MODULE 6

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ADMINISTRATIVE POLICY NO. 601

INSTRUCTIONAL PROGRAM

It is the responsibility of the Director of Education to ensure that all programs and services offered in Chinook School Division are in accordance with provincial requirements, and within the parameters of the Division's vision, mission, guiding principles, and goals.

PROCEDURES

1. Supervision and Coordination

- a. The Director is responsible for the general supervision of the curriculum of the schools and the establishment of a strategic plan for the division.
- b. The Director has the authority to delegate the implementation and ongoing development of the program of studies to instructional superintendents, coordinators, consultants, principals, and other professional staff.
- c. Principals are responsible for the organization and supervision of the instructional program and services offered in the schools.

2. Program of Studies

- a. Teachers are to implement the program of studies as outlined by the Department of Learning and in school division guidelines and manuals.
http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/index.html
- b. Teachers, in consultation with their principals, may adapt the content of the approved program of studies to meet the needs of students.
- c. New curriculum programs may be developed and evaluated as pilot programs. Teachers wishing to implement a pilot program are to submit a request to the Director of Education through the school principal.

3. Special Project Credit

- a. A special project credit may be used once by a student at the secondary level to meet credit requirements for graduation.
- b. The special project is to be for an out-of-school initiative based on work proposed and completed by the individual student.
- c. Principals are authorized to approve student projects which comply with Department of Learning policy.

http://www.sasklearning.gov.sk.ca/docs/policy/corecurr_pta/elec.html#1

4. Course Challenge

- a. Principals are authorized to administer the course challenge process by students to a maximum of two credits per student at the 10 or 20 levels.
- b. A teacher who has taught a course at least twice in Saskatchewan schools is authorized to administer course challenges for that particular course at any school in Chinook School Division.
- c. All challenges are to comply with Department of Learning policy.

<http://www.sasklearning.gov.sk.ca/docs/policy/course/index.html>

5. Credit Recovery

- a. Credit Recovery is designed to provide students with both an opportunity to complete credits and to acquire the requisition knowledge, skills and attitudes to be successful for further learning.
- b. The Credit Recovery is an intervention used to ensure the success of all students in Chinook. Credit Recovery will be a procedure that may be accessed by students who need to extend their learning time in a core class beyond the semester. These are students who have missed outcomes (due to extenuating circumstances) or have missed key areas of the curriculum, but have the skills necessary to complete the credit.
- c. Credit Recovery may be an option for any student who struggled throughout the year and even with other interventions in place that may still need extra time and/or support to complete outcomes in a course.

- d. Credit recovery may also be required for any students who may have repeated the subject multiple times without success but requires the credit to graduate. A student who has a mark ranging from 40%-46% may wish to access this opportunity to obtain a required credit. As per the Chinook Assessment handbook, final mark reporting – 46%, 47%, 48%, 49%: marks of 46% may be recorded as such; marks of 47%, 48%, 49% are to be recorded as a mark of 50%.

6. Dual Credit Programming

- a. The intention of the Dual Credit program is to provide alternate high school pathways to graduation by permitting high school students to earn high school credits and post- secondary (and other program recognition) credits simultaneously.
- b. The aim of Dual Credit Programming is to:
 - i. Improve student engagement in school;
 - ii. Improve student transition from high school into post-secondary school or work;
 - iii. Enhance motivation to achieve a Grade 12 standing;
 - iv. Provide recognition for valuable learning that occurs in other learning environments;
 - v. Encourage additional career exploration; and
 - vi. Enhance a student's connection to the labor market
- c. Dual Credit programs are ministry approved programs that permit high school students to take post-secondary courses offered by other entities and earn high school credits toward Grade 12 standing at the same time. Students may also get recognition for the post-secondary courses from post-secondary institutions. Most Dual Credit opportunities are offered through either on line course work or through print correspondence.

Revised: May 9, 2016

ADMINISTRATIVE POLICY NO. 602

SERVICES FOR STUDENTS WITH SPECIAL NEEDS

Chinook School Division recognizes its responsibilities toward the education of students with special needs. The Board approves the provision of special programs, facilities, and services as recommended by the Director of Education to meet the needs of these students.

The Division adheres to the concept of placing students in their most enabling environment, and supports the process of inclusion of students with special needs.

PROCEDURES

1. Specialized Programs and Services

- a. The Director of Education or designate is responsible for the implementation, maintenance, and supervision of programs and services for students with special needs.
- b. The Director of Education or designate has the authority to delegate the implementation and ongoing development and operations of the student support services program to coordinators, consultants, teachers, and other division employees involved in the delivery of special services.
- c. The Director of Education or designate is to maintain in a current and up-to-date status the school division's *Student Diversity Procedural Manual*.
- d. The *Student Diversity Procedural Manual* is to outline in specific detail the delivery system for special education within the school. It is to be consistent with the vision, mission, guiding principles and goals of the school division, and to pertinent policies of the Department of Learning and *The Education Act, 1995*.

ADMINISTRATIVE POLICY NO. 603

CITIZENSHIP EDUCATION

All students are to receive instruction in Canadian citizenship and participate in patriotic observances and exercises.

Guidelines

It is the goal of the Division to foster the growth of young Canadian citizens such that they are able to take their place as secure and productive members of society. Specifically, young citizens need to be given the proper tools to be able to accomplish the following:

1. Give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
2. Help them to become informed, thoughtful and responsible citizens who are aware of their duties and rights and who demonstrate honesty, integrity, compassion and fairness.
3. Promote their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.
4. Encourage students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
5. Teach them about our economy and democratic institutions and values; encourage respect for different national, religious and ethnic identities; and develop pupils' ability to reflect on issues and take part in discussions while respecting differences in opinion.

PROCEDURES

1. A photograph of the current Monarch is to be placed in each school in highly visible locations.
2. Each school is to display the Canadian and Saskatchewan flags.
3. *The Canadian Charter of Rights and Freedoms* shall be displayed in each school.

<http://laws.justice.gc.ca/en/charter/>

4. Students are to stand respectfully when “O Canada” is sung and/or played prior to school assemblies and the beginning of classes.
5. Remembrance Day is to be observed in all schools.
6. Schools are to allow for the recognition of diverse religious practices in terms of “O Canada” and Remembrance Day.

Revised: January 11, 2007

ADMINISTRATIVE POLICY NO. 604

INSTRUMENTAL MUSIC (BAND) INSTRUCTION

Chinook School Division believes that students should be exposed to music in various genres as part of their cultural education.

PROCEDURES

1. Program

- a. Students may have the option of participating in the instrumental band program.
- b. Locally developed instrumental band curricula are to be used in the provision of various programs.

2. Activities

- a. Each band may take one out-of-division trip per school year.

3. Rental Fees

- a. Students are to be assessed a rental fee for the use of school division owned instruments.
- b. The fee levied is to be in accordance with *Administrative Policy – 417 Student Fees*.

ADMINISTRATIVE POLICY NO. 605

RELIGIOUS EDUCATION

Chinook School Division supports the non-denominational instruction of religion as the opportunity presents itself in the everyday teaching of academic subjects.

Notwithstanding the above, Chinook School Division recognizes the Hutterian Brethren practices regarding the education of their children, and further acknowledges the agreement with Holy Trinity School Division as it applies to Swift Current Comprehensive High School.

PROCEDURES

1. General

- a. A School Community Council, within the limitations of *The Education Act, 1995*, may determine the religious exercises preceding the regular daily program in its local school.

ADMINISTRATIVE POLICY NO. 606

HOME-BASED EDUCATION

Chinook School Division recognizes the right of parents residing within the school division to choose home-based instruction for their children.

Students participating in home-based education are students of the school division, and are required to be registered as such.

PROCEDURES

1. Registration

- a. The Director or designate is responsible for the registration of home-based education students.
- b. Parents or guardians are to register the student with the Director or designate by August 15 of each year.
- c. Parents or guardians establishing residence in the school division during the school year are to notify the Director or designate within thirty days of their intent to register.

2. Annual Progress Report

- a. Parents or guardians are to provide an annual progress report for each student by June 30.
- b. The Director or designate may schedule a conference with the parents to review the student's progress.

3. *Activities*

The following services are to be provided by the school division:

- a. Provincial curriculum guides
- b. Textbooks and learning resources used in division schools.
- c. Access to school division libraries
- d. Access to individual courses in a school through application to the Director or designate
- e. Testing services
- f. Participation in extra-curricular activities
- g. Driver education
- h. Provision for expenditures in relation to registered programs up to an annual maximum dollar amount as stipulated in the *Schedule of Fees*.
- i. Grade 10, 11, and 12 distance education courses in accordance with the following conditions:
 - i. The student has been registered in home-based education for 2 years previous to application for distance education
 - ii. The student registers as a regular student within Chinook School Division
 - iii. There is room available in the requested distance education courses
 - iv. A maximum of 4 courses per semester will be made available

ADMINISTRATIVE POLICY NO. 607

HUTTERITE SCHOOLS

Chinook School Division provides educational services to Hutterite colonies within its boundaries. The division recognizes Hutterite Brethren practices regarding the education of their children.

PROCEDURES

1. General

- a. Chinook School Division is to assign teacher(s) to each Hutterite Colony and provide furnishings, equipment, textbooks and instructional materials consistent with allocations similar to all schools in the division.
- b. Each colony is to provide suitable facilities for instruction. All operating and maintenance costs are the responsibility of the colony.
- c. Programs and curricula are to be consistent with Saskatchewan Learning guidelines and be responsive to Hutterite culture.
- d. Chinook School Division acknowledges that exemptions in terms of family life and sex education courses will be given to Hutterite communities upon request. Refer to *Administrative Policy 609 – Family Life and Sex Education*

ADMINISTRATIVE POLICY NO. 608

PHYSICAL EDUCATION

Chinook School Division supports the concept that the educational program in the school division is to encourage the healthy and physical development of students.

PROCEDURES

1. Each school is to include in its instructional program the provincially recommended time for physical education.
2. Students are to comply with the physical education dress standards prescribed by their school.
3. Each school is to provide for a service program in physical education and intramural and co-curricular programs when deemed appropriate.

ADMINISTRATIVE POLICY NO. 609

FAMILY LIFE AND SEX EDUCATION

Chinook School Division supports a program of family life and sex education at the elementary, middle, and secondary levels on an optional basis.

PROCEDURES

1. Family life and sex education courses and materials must be appropriate to the age of the student.
2. The provincial health curriculum is to be used as a general outline in planning local family life and sex education programs to fit student and community needs.
3. The program must be approved by the principal and the School Community Council.
4. Student involvement in the elementary and middle level health programs is compulsory.
5. Notwithstanding (4) above, a letter is to be sent by the principal or designate to parents and guardians informing them that family life and sex education will be taught as part of the health curriculum, and they have the option of withdrawing their children from that part of the course. Refer to *Administrative Policy 607 – Hutterite Education*

ADMINISTRATIVE POLICY NO. 610

DRIVER EDUCATION

Chinook School Division provides driver education in accordance with *The Education Act, 1995*.

PROCEDURES

1. Principals are responsible for scheduling driver education within the school timetable.
2. The principal is to review the guidelines for driver education with the driver education instructor early in the school year. Every effort is to be made to work cooperatively to protect instructional time.
3. The principal is to report to the Director or designate any on-going or major concerns with the program.

ADMINISTRATIVE POLICY NO. 611

PURCHASE OF SERVICES

Chinook School Division contracts for educational services and pays tuition fees for students when it is not feasible or practical to provide the services within the division.

PROCEDURES

1. The Director of Education or designate may recommend the purchase of services from other institutions and school divisions when Chinook School Division is unable to provide a specific program or service for a student with special needs. Such service or program is to be consistent with those provided in accordance with Department of Learning regulations and policies.
2. The Director of Education or designate may recommend the purchase of service from another school division when lack of classroom space or geographical location necessitates transportation to another school division.
3. Chinook School Division provides students with distance education courses, in required subject areas, when the school is unable to provide instruction. Principals are authorized to approve the purchase of these services.
4. Parents or guardians of home-based education students may apply to the Director for assistance in purchase of distance education courses in accordance with *Administrative Policy 606 – Home Based Education*.
5. All services purchased in accordance with this policy are to be reported to the Secretary Treasurer, who is responsible for payment of the service.

Revised: December 13, 2006

ADMINISTRATIVE POLICY NO. 612

INSTRUCTIONAL RESOURCES

Chinook School Division authorizes the purchase of instructional resources to meet and satisfy the vision, mission, guiding principles and goals of the school division.

PROCEDURES

1. General

- a. Classroom instructional resources and supplies are to be selected from the Department of Learning guides and from other sources that meet curricular objectives.
- b. Materials which are an integrated part of the core program for all students are supplied by the school division.
- c. Students are to supply their own dictionaries, atlases, pencils, pens, notebooks, and related supplies.
- d. In general, materials used for instructional purposes in Practical and Applied Arts and sciences are to be supplied to the student. However, in some areas where students are using consumable materials or supplies a fee may apply. Refer to *Administrative Policy 417 – Student Fees*.

2. Selection of Resources

- a. Professional staff are to provide students with a wide variety of materials at varying levels of difficulty with diversity of appeal and varying points of view that are consistent with the beliefs and goals of the school division.

- b. While the selection of learning resources may involve many people – administrators, teachers, students, community persons – the responsibility for selection and purchase rests with the principal and professional staff.
- c. Materials selected for the school library resource centres are to be consistent with the following guidelines:
 - i. They support and are consistent with educational goals of the province, division, individual school, and specific courses.
 - ii. They are appropriate for the subject area, as well as age and ability of the student for whom they are intended.
 - iii. They meet high standards of quality in factual content, accuracy, balance, integrity, and presentation.
 - iv. They are developed by authoritative and competent authors and producers.

3. Challenged Resources

- a. Any resident or employee of the school division may formally challenge learning resources used in division schools.
- b. The challenge must be on the basis of appropriateness.
- c. Requests for reconsideration of materials may be informal or formal.
- d. Challenges are to be conducted in accordance with procedures outlined in the *Selection of Resources Handbook* available from the school principal.