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Accident Insurance

The Board has purchased student accident insurance for all bona-fide students and employees of the Fort Vermilion School Division. Students include those on Home Education as long as the program they follow is approved by the Fort Vermilion School Division Board of Trustees and Alberta Education. The insurance is underwritten by insurance agent Lloyd Sadd and provides “Premises Only Coverage.” In other words, this is not a 24-hour year-round benefit. Coverage is provided for injury sustained while:

- ♦ in or on school buildings or premises by reason of attending classes on any regular school day;
- ♦ in attendance at or participating in any school activity approved and supervised by proper school authority;
- ♦ traveling directly to or from any regularly scheduled and approved school activity as a group, under the direction or supervision of proper school authority;
- ♦ traveling directly to and from the student’s residence and school for the purpose of attending classes or participating in any school sponsored activity.

A copy of the complete details of the plan and coverage can be obtained by contacting the Secretary-Treasurer's office. See FVSD Forms for the Student Accident Insurance Standard Claim Form.

Achievement Tests / Diploma Exams

Currently two provincially mandated assessments are used throughout the Division: Provincial Achievement Tests and Diploma Exams.

Provincial Achievement Tests (PATs)

Students are assessed in all four core subjects in Grades 6 and 9 using PATs in May & June to ensure our education system maintains a high standard. The window for test administration is set by the province and is available on Alberta Education's website. Schools within the division determine their PAT administration schedules and communicate these to Central Office by a specific date each fall. Results of the May/June PAT administration become available in September. Achievement targets are set with the goal of improving from the previous three-year average.

Security

Periodically, Alberta Education releases a complete test for each of the PAT subjects and grades with the exception of those tests that are in the development or early implementation stages. One exception is Part A: English Language Arts student materials which are released each year following the test administration. The most recently released Achievement Tests can be found on the Alberta Education website at <https://education.alberta.ca/topic-search/?searchQuery=previous%20released%20provincial%20achievement%20tests> The exemplars used in local marking, however, are secured and must be returned with test materials after use at the local level.

Copying materials in whole or in part by any means is not allowed. To do so is a breach of security. If a breach of security occurs or is suspected, the school principal must immediately report the breach to the Superintendent and to the Director, Examination Administration, at (780) 427-3337, toll free at 310-0000, or fax (780) 422-4474. The Superintendent shall make recommendations to the Assessment Sector regarding the validity of the students' results.

Accommodations

Starting in the 2017-2018 year, all students are eligible for accommodations on the Provincial Achievement Tests without a formal application process as long as the students regularly use the accommodation(s) throughout the year. Accommodations are reviewed, managed and ordered at the school level.

The principal shall ensure that accommodations are administered fairly, without giving a student additional information or recording a student's response in a way that would undermine an accurate reflection of what the student knows and can do. Students must understand and adhere to the accommodation provision administration directives, rules and procedures of writing a Provincial Achievement Test with the use of accommodations.

The principal shall provide a list of students and accommodations used on the Provincial Achievement Tests to the Assistant Superintendent of Learning by the end of the school year.

Alberta Education provides the following test writing accommodations for students:

- Accommodation 1: CD/MP3 version of the test – visual impairment
- Accommodation 2: CD/MP3 version of the test
- Accommodation 3: Additional writing time (up to 2 times the scheduled time)
Available for all students
- Accommodation 4: 10 x 10 multiplication table
- Accommodation 5: Scribe
- Accommodation 6: Large print version
- Accommodation 7: Braille version
- Accommodation 8: Reader
- Accommodation 9: Sign language interpreter
- Accommodation 10: Recorded response
- Accommodation 14: Miscellaneous
 - Coloured Paper and Overlays
 - Text-to-Speech Software (ELA Part A only)
 - Speech-to-Text Software (ELA Part A only)
 - Ambient Noise Audio

Unique accommodations not listed above must be requested by the school by contacting the Special Cases and Accommodation team at Alberta Education.

It is important for administrators to ensure that they are aware of the most current information and requirements regarding accommodations for students with special test writing needs. **Additional information regarding achievement test writing accommodations is available at Alberta Education's website:** <https://www.alberta.ca/provincial-achievement-tests.aspx>

Diploma Exams

Alberta Education tests all students registered in English 30-1, English 30-2, Social 30-1, Social 30-2, Math 30-1, Math 30-2, Chemistry 30, Biology 30, Physics 30, and Science 30 to ensure our education system maintains a high standard. The schedule for exam administration is set by the province and available on Alberta Education's website at <https://www.alberta.ca/diploma-exams-overview.aspx>

The class average School Awarded mark should be within 5% of the class average Diploma Exam mark. For individual students, it is expected that the school awarded mark and diploma exam mark should not differ more than 10%.

Results of the January Diploma Exam administration become available in March. Results of the June Diploma Exam administration become available in August. Annual and multi-year reports become available each year in September. Diploma exam targets are set with the goal of improving from the previous year's results.

Security

In order that a set of questions can remain the same from one examination administration to the next, it is necessary to secure the diploma examinations. All diploma examinations will be secured, except for the written response component (Part A) of the English 30-1/30-2 and Social Studies 30-1/30-2 diploma examinations. As well, data booklets for Chemistry 30 and Science 30 may remain in the school after those exams have been administered. Copying of secured materials in whole or in part using any means is strictly prohibited. To do so is a breach of security.

If a breach of security or violation of examination rules occurs or is suspected, the school principal must immediately report the breach to the superintendent and to the Director, Examination Administration, at (780) 427-3337, toll free at 310-0000, or fax (780) 422-4474. The Superintendent shall make recommendations to the Assessment Sector regarding the validity of the students' results.

Accommodations

Starting in the 2017-2018 year, all students are eligible for accommodations on the Diploma Exams without a formal application process as long as the students regularly use the accommodation(s) throughout the year. Accommodations are reviewed, managed and ordered at the school level. The Special Cases and Accommodation team will review accommodation requests related to unique accommodations, mature students not attending high school and home schooled students.

The principal shall ensure that accommodations are administered fairly, without giving a student additional information or recording a student's response in a way that would undermine an accurate reflection of what the student knows and can do. Students must understand and adhere to the accommodation provision administration directives, rules and procedures of writing a diploma exam with the use of accommodations.

The principal shall provide a list of students and accommodations used on the Diploma Exams to the Assistant Superintendent of Learning by the end of the school year.

Alberta Education provides the following accommodations for students:

Accommodation 1: CD/MP3 version for students with visual impairment

Accommodation 2: CD/MP3 version

Accommodation 3: Additional writing time

Available for all students

Accommodation 4: Frequent breaks

Accommodation 5: Scribe

Accommodation 6: Large-print version

Accommodation 7: Braille version

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- Accommodation 8: Reader
 - Accommodation 9: Sign language interpreter
 - Accommodation 10: Recorded response
 - Accommodation 12: Coloured Paper and Overlays
 - Accommodation 13: Text-to-Speech software
For written response exams only
 - Accommodation 14: Speech-to-Text software
For written response exams only
 - Accommodation 15: Ambient Noise Audio

It is important for administrators to ensure that they are aware of the most current information and requirements regarding diploma exam accommodations for students with special test writing needs. **Additional information regarding diploma exam accommodations is available at Alberta Education's website:** <https://www.alberta.ca/administering-diploma-exams.aspx>

Writing PAT and Diploma Exams Using Computers

The school principal may approve the use of computers for students writing the provincial achievement tests and diploma exams in consultation with the applicable teachers. It is the responsibility of the principal to ensure that the guidelines set out by Alberta Education regarding the use of computers to write provincial tests and exams are followed.

Alberta Education's guidelines for writing the PATs and Diploma exams using computers are included in the General Information Bulletins for the Provincial Achievement Tests and Diploma Examinations at <https://education.alberta.ca/media/3115407/using-technology-to-administer-pats-and-dips-may-20-2016.pdf>

In addition, Fort Vermilion School Division has developed an information sheet for principals to guide communication and process in setting up the school's computers for students who wish to write their PAT and diploma exams using computers (FVSD Appendices – FVSD Procedures for Writing Provincial Achievement Tests and Diploma Exams Using Computers).

PAT and Diploma Exam Results

Results of test/exam administration are available in the latter part of August by signing into Alberta Education's website. <https://www.alberta.ca/education.aspx> As this is a secure site, a specific password is necessary for each employee.

All schools analyze and interpret the results of the provincial achievement tests and diploma exams to identify and implement strategies to address strengths and needs. Included in a summary analysis of results should be a breakdown by reporting category (units, skills and types of questions).

Common Assessments

All common assessments (including the final exam) created in the Fort Vermilion School Division are mandatory to be included in the final grade as a summative assessment. The common assessments have been created in all core subjects throughout the Fort Vermilion School Division.

Purpose

The locally developed common assessments for students in junior and senior high Math, Science, Social Studies and English Language Arts are designed to provide assistance to teachers as they plan for instruction, and to inform and guide professional development offered to junior high teachers in the Fort Vermilion School Division. Blueprints are provided for each assessment to demonstrate the link between the assessment and curricular outcomes. It is important teachers look over the common assessments before planning units as these assessments are tied directly to the learning outcomes and reflect what is expected to be completed in each course. Common Assessments shall not be used as a study guide for the unit.

Student Participation

These assessments are given to all students in the appropriate grades. At their discretion, and based upon the modified program outlined in IPPs, teachers need to create their own assessments or appropriately modify common assessments (contact coordinators) for students on modified programs to ensure accurate and fair summative assessments for all students.

Access

Common Assessments can be accessed through your google drive shared with teachers and Administration.

If you cannot access the 'Common Assessments', please submit a request to your principal and it will be rectified as soon as possible.

Security of Assessments

These exams are meant not to be changed in any fashion. It is important for validity of the exam that these exams stay secure. These assessments are not used for practice purposes, but rather play a summative role at the conclusion of a unit and at the conclusion of the instructional year.

Study Aide

The common assessments can be used for study purposes prior to the final exams. Teachers can hand out completed common assessments that they keep secure to students in the class, and then recollect at the conclusion of the class. Students are not allowed to take the common assessments with them when they leave the room. Please note that questions from the common assessments should not be used on quizzes or other teacher tests to ensure the test validity for future administrations.

FVSD Welcoming, Caring, Respectful and Safe Learning and Working Environments

Purpose

Our mission “Our Children, Our Students, Our Future” will establish and maintain a welcoming, caring, respectful and safe learning environment for all students, staff and guests.

The Fort Vermilion School Division is committed to supporting all students in attaining the goals contained in the Ministerial Order on Student Learning. All students will have access to meaningful and relevant learning experiences within welcoming, caring, respectful and safe learning environments. We strive to ensure all students are accepted and have a sense of belonging within their classrooms and school community.

Statement Regarding the Alberta Human Rights Act

WHEREAS the Fort Vermilion School Division affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the School Authority and each student enrolled in a school operated by the FVSD.

THEREFORE discrimination against staff members or students on any of the prohibited grounds in Section 4 of the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms* is unacceptable behaviour.

Examples of Acceptable Behaviour

- Respect yourself and the rights of others in the learning environment.
- Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment that respects the diversity and fosters a sense of belonging of others in your learning environment.
- Refrain from, refuse to tolerate, and report bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
- Inform an adult you trust in a timely manner of incidents of bullying, cyberbullying, harassment, intimidation or other safety concerns in the learning environment.
- Act in ways that honours and appropriately represents you and your school.
- Attend school regularly and punctually.
- Be ready to learn and actively engage in and diligently pursue your education.
- Know and comply with the rules of your school.
- Cooperate with all school staff.
- Be accountable for your behaviour to your teachers and other school staff.
- Contribute positively to your school and your community.

Examples of Unacceptable Behaviour

- Behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions.
- Non-compliance to school staff instruction and direction.
- Acts of bullying, cyberbullying, harassment, or intimidation.
- Inappropriate use of personal technology devices.
- Physical violence.
- Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.
- Illegal activity such as:
 - possession, use or distribution of illegal or restricted substances,
 - possession or use of weapons, or
 - theft or damage to property.

Location and time of unacceptable behavior includes:

- On school property at any time.
- During school hours.
- When using personal technology devices.
- At any time and at any place during activities associated with the school (e.g. during field trips or extracurricular activities).
- During transportation arranged by the school division.
- At any time or place, provided school administration deems the behaviour or incident to be detrimental to the school or its students and staff.

Consequences of Unacceptable Behaviour

- Consequences will range from in-class consequences administered by a school staff member to suspension administered by the school principal. Consequences might include expulsion recommended by the school principal and authorized by the Board of Trustees.
- Consequences will take into account the nature of the unacceptable behaviour, the student's age, maturity, and individual circumstances.
- Any special needs that the student has will be considered when applying consequences.
- Supports will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour.
- Consequences will be guided by best practice and monitored by the school principal.
- All suspensions and expulsions will adhere to parameters outlined in the *Education Act*.

School-Based Student Conduct Expectations

- All schools will develop and communicate a Student Code of Conduct that operates within the FVSD Student Code of Conduct principles.
- All school-level and classroom-level expectations of behaviour and consequences will correlate with the FVSD Student Code of Conduct principles and will be age/grade appropriate.

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- All schools will develop guidelines within their staff handbook that explain student management procedures within the school.
 - All schools will incorporate strategies for teaching, supporting and reinforcing positive behaviour. *Supporting Positive Behaviour in Alberta Schools* is a recommended resource.

Procedures of Communication

- At all times when it is felt a student is at risk of harm to themselves, others, or the school environment the student's parents will be contacted.
- At all times when it is felt a student is at risk of harm to themselves, others, or the school environment FVSD District Office will be contacted.
- The FVSD Student Code of Conduct will be published on the FVSD website, school-based websites, placed in the Administrators' Handbook and staff handbooks.
- Each school's Student Code of Conduct will be published on the school's website and published in student and staff handbooks.
- Staff handbooks will outline the roles and responsibilities of the school leadership and staff as it pertains to procedures and operations around student management.
- The FVSD Student Code of Conduct will be reviewed annually by the FVSD executive and school leaders.

Graduation

Graduation Ceremonies

The Fort Vermilion School Division recognizes the importance of high school graduation ceremonies in celebrating the success of the grade 12 class. In order to ensure that students remain focused on academics, it is expected that all high schools will have completed their graduation ceremonies prior to the start of the scheduled final and diploma exams; except for the current model of delivery of high school at Blue Hills Community School. Conducting the ceremonies too early in a school year also results in students not committing to the end of the school year.

High School students have the ability to choose the location in which they attend Commencement Ceremonies as long as they have attended the school selected at some point of their high school career. Students will only be eligible to compete for bursaries, scholarships and valedictorian in the school in which they have completed the majority of their last 30 credits in the high school. In case of a tie, the student is eligible for awards in the school the student decides to attend commencement ceremonies. For a student moving into FVSD for the last year of High School, the student would be eligible for awards in the school they are attending. The decision as to what community the student will be graduating in must be declared by March 1 of graduating year and communicated to the principal of the community High School.

In the situation in which the student does not declare which school they would like to graduate from and the student was involved in a local learning store, please refer to the guidelines outlined in the Specialized Learning Support section of the handbook.

Guidelines for Student Participation in Graduation Ceremonies

The Fort Vermilion School Division believes that graduation ceremonies are an important part of a student's school life. In order to take part in this event, a student must meet the following guidelines.

1. In order to participate in graduation ceremonies, a student must have met all of the requirements for a high school diploma or certificate of high school achievement as set out by Alberta Education.
2. A list of these requirements and an assessment of the student's present standing in regard to meeting these requirements will be distributed to students and parents/guardians the week following the November report card.
3. To keep parents/guardians updated on the student's current standing, a second assessment of the student's standing in regard to meeting the graduation requirements will be distributed within 2 weeks following the end of the first semester. At that time a list of potential graduates will be determined. Students whose names do not appear on the list will have approximately until the next report card to make the necessary changes to their course standings.

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4. One week following the spring report card an updated notification will be given to students and parents indicating whether the student will be expected to graduate in June of that year.
 5. Two weeks prior to the graduation ceremonies a FINAL notification will be given to students and parents indicating those students who meet the requirements for June graduation.
 - a. The student must have achieved at least 50% in all course(s) required to graduate.
 - b. The student must have successfully completed at least 80% (for a May graduation ceremony) or 90% (for a June graduation ceremony) of any correspondence or Learning Store course required to graduate.

Grade 12 students whose names do not appear on the FINAL graduation list may make an appeal to a committee consisting of

- a) the principal
- b) the counselor, and
- c) teachers of classes which the student is in danger of failing.

A decision will be made as to whether conditions have changed to a point that the student will now likely experience success in his/her program. If so, the student's name will be added to the list of graduates.

After the FINAL graduation list is given out, an application can be made by a member of the teaching staff to remove a student's name from the list of graduates. A committee consisting of the following will be established to review this appeal:

- a) the principal
- b) the counselor, and
- c) the teachers who indicated problems with this student's program.

Parents and/or students may appear at either of the above committee meetings.

If it is found that the student's attendance and work have waned to a point where progress in May or June will be different from what was assessed on the FINAL notification, the student's name can be removed from the list of graduates.

The Fort Vermilion School Division has endorsed the concept of community graduations, joint ceremonies between the local high school and local learning store. In the event that a learning store student would like to participate in ceremonies in another community they must communicate their intent to the Principal of District Programs no later than January 31st. The Principal of District Programs shall then enter a discussion with the Principal of the other local high school to determine whether the students request can be honored.

High School Commencement Course Guidelines

FVSD has developed a High School Commencement Course which is required for all students to participate in the graduation ceremony. The course includes Career and Life Management (CALM) and two financial management courses (FIN 1010, FIN 2060). The 5 credit combination will ensure that all students that graduate from the Fort Vermilion School Division will have the practical skills needed to be successful in life.

Structure and Guidelines for Schools

- The high school course must be taught as a full scheduled class and not broken into pieces and spread over a school year or multiple years.
- The students would have to complete the course in order to participate in the graduation ceremony.
- Students will receive a high school diploma if the three credits of CALM are completed but would not be able to participate in graduation if Financial Management 1010 and 2060 are not complete.
- Initial implementation of the High School Commencement Course requires a discussion with the Assistant Superintendent of Learning to determine the best timeline for implementation. All schools must implement this course by September 2017.
- Students that have previously completed CALM would not be required to complete the Financial Management modules.
- Out of province students who transfer in their grade 12 year would not be required to complete the FVSD High School Commencement Course. CALM may still be a requirement to receive an Alberta High School Diploma.
- Students that require learning supports would be looked at on an individual basis for exemption from the course and approval would be required from the Assistant Superintendent of Learning.

Valedictorian Criteria

To ensure consistent criteria in selecting valedictorians at high schools, including one valedictorian from the Learning Stores, within the Fort Vermilion School Division division-wide criteria has been established:

1. Student must have completed two semesters (one in the grade 12 year, 4 quads 2 quads in the grade 12 year HLPS) in the given school.
2. Student must be eligible for a high school diploma.
3. Student must have the highest academic average as calculated three weeks prior to graduation in the following courses:
 - English 30-1
 - Math 30-1/Math 30-2
 - Social 30-1
 - Highest 30 level Science course (Biology, Chemistry, Physics or Science)

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- Any one other 30 level course excluding Work Experience and Special Projects or an averaged combination of 5 CTS courses
 - In the event no students have a 30-1 level course the same criteria is used for 30-2

The valedictorian will have the first right of refusal to deliver the graduating speech. The graduating class will select a grade 12 student to deliver the graduating speech if the valedictorian declines.

The valedictorian speech must be approved by the Principal.

Graduation Parties

The Fort Vermilion School Division does not endorse or support any graduation parties or functions at which alcohol or other controlled substances are consumed. Thus, staff members must not be involved in activities which support these parties. This position must be conveyed to parents and students at the beginning and throughout the graduation planning process. Administrators should include a statement indicating the school division position in each of the graduation status letters that are sent out to students throughout their grade 12 year.

Grants/Bursaries/Scholarships

Fort Vermilion School Division Teacher Training Grant

In an attempt to encourage high school graduates of the Fort Vermilion School Division to pursue teacher training and consider applying for positions that may occur from time to time, the Board of Trustees shall offer financial incentives, subject to the following guidelines:

Guidelines:

1. Candidates for grants must have completed their high school education under the supervision of Fort Vermilion School Division.
2. Candidates become eligible for grants only when hired in their first year of teaching by Fort Vermilion School Division.
3. Recipients of the FVSD Bursary for the U of C Community Based B. Ed program are not eligible for this grant.
4. For eligible candidates, grants shall be paid as follows:
 - (a) half of the grant after successful completion of the probationary year (s); and
 - (b) final half upon recommendation for permanent certification.
5. Grants shall not be paid out if the candidate resigns his/her contract and/or is terminated prior to the end of the first and/or second years of the contract.
6. The maximum candidates to be approved annually will not normally exceed five (5).
7. The total amount of the grant per candidate will not exceed THREE THOUSAND DOLLARS (\$3,000.00) per year.

NADC Partnership Bursary

Amount: \$2,000.00

Fifteen bursaries are available to encourage local students who have graduated from FVSD schools to return to the region upon post-secondary graduation. Students may receive a bursary each year to a maximum of four years, but must apply each year.

For additional information contact the Executive Assistant to the Superintendent of Schools.

High School Scheduling

Prior to the completion of grade nine, the school **shall** arrange to meet with each student and his/her parent/guardian to provide:

- * a chart of requirements for high school graduation;
- * academic options available to the student;
- * a proposed three year high school completion plan.

In building their master timetables, High Schools in the Fort Vermilion School Division need to ensure that their scheduling processes, which occur on a yearly basis, include the following items and adhere to the timeframe:

- **Adequate class pick lists are available to the students by the beginning of May.** A pick list constitutes a form on which the students sign up for the appropriate classes. These forms should be reviewed by the academic counselor and/or the school administration to ensure the students are making the appropriate choices of courses for graduation. Parents/guardians should sign off on the courses that their child(ren) is planning to enroll in for the upcoming year.
- **Student timetables are in place by the end of June Exams.** Students and teachers should have a copy of their timetable prior to leaving for the summer.
- **Academic counseling occurs for all high school students.** Each high school has been provided with staffing for academic counseling. On an ongoing basis, high school counselors and/or school administration should be meeting with students to ensure that they are on target academically to complete their high school program. Each student should meet with a counselor or school administration at least once yearly to review their current program.

Communication occurs with the appropriate stakeholders. A high school's communication plan must include the following components and dissemination of information:

- A school's three year plan for course offerings must be shared with parents and students. This should indicate any cycling of courses if they are not to be offered on a yearly basis.
- Graduation requirements are to be shared with students and parents on a yearly basis.
- Parent meetings occur for parents of students in grade nine through twelve to ensure they are aware of graduation requirements and current programming in the school.
- The academic counselor arranges sharing sessions for students to make them aware of programming and requirements for high school completion.
- The appropriate parent/guardian signs off on their student's academic program.

Religious and Human Sexuality Instruction

The Principal is responsible to inform all staff of this section of the *Education Act* and should be clearly stated in the staff handbook of each school. Given the expectation that school staff decide upon the content of instruction, it is the duty of school staff to communicate with parents.

Section 58 of the *Education Act* states:

Notice to parent

50.1(1) A board shall provide notice to a parent of a student where courses of study, Programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

(2) Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty,

(a) to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter referred to in subsection (1), or

(b) to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.

2015 c1 s2

Non-compliance

58.2(1) If a board, teacher or other person fails to comply with section 58 or 58.1, that failure to comply is deemed to be a decision that may be appealed in accordance with section 42.

(2) A decision of the board under section 42 with respect to an appeal relating to subsection (1) is final.

2015 c1 s2

Right of Access to an Education

Section 3 of the *Education Act* states that every person, who **at September 1** in a year is 6 years of age or older and younger than 19 years of age who is a resident of Alberta, and who has a parent who is a resident of Canada is entitled to have access in that school year to an education program in accordance with this Act.

A board may permit individuals who are younger or older and meet citizenship and residency requirements access to education programs. The Fort Vermilion School Division has defined access to an education as follows:

- * A child must be 5 years of age on or before December 31st to be admitted to ECS.
- * Parents have the right to appeal for an exemption from this policy's age requirement.
- * Students transferring in from other jurisdictions that are affected by this policy may be permitted to attend upon permission of the Superintendent or designate.

Mature students (older than 18) may be permitted to enroll in high school courses at the current CEU funding rate at the discretion of the Superintendent or designate.

Student Evaluation Requirements

Preamble

Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to determine where learners are in their learning, where they need to go and how best to demonstrate their learning. When formative assessment is used effectively in a student's evaluation, student growth is always shown. The teacher shall exercise professional judgment in the assessment, evaluation and reporting of his/her students' progress in an objective, equitable and fair manner.

All course outcomes and assessment must align fully with the Program of Studies as outlined by Alberta Education.

The FVSD Student Evaluation Requirements will be accessible on the division website. The FVSD Evaluation guideline is based on the following principles:

1. Grades need to be an accurate reflection of the students' achievement.
2. Grades need to be meaningful and reflect specific learning goals.
3. Grades need to be consistent across teachers.
4. Grades need to support learning that values the quality of learning.
5. Assessment needs to incorporate a balanced approach with a variety of types.

Sound assessment incorporates the following four ideas.

1. Formative assessment is essential for student growth and occurs in a support-to-independence approach.
2. Reassessment - provides an opportunity to measure reteaching (see sample)
3. Extension - allows more time to complete the learning and assessment
4. Redirection - adjust the assignment to fit the student's skills

Regulations

Assessment and Evaluation Procedures

1. Each teacher shall submit to the principal for approval a course outline/year plan for each course taught, including a clearly articulated assessment and evaluation procedure used to determine report card marks. For Junior and Senior High, a course outline must be provided to each student within the first week of the school year, semester or quad.

The clearly articulated assessment criteria must include:

Grades 4-6

- Common Assessments Field tested in 2018-19
 - Unit Assessments if Common Assessments non-existent
- Teacher Discretion tasks 90% of final mark
 - Should focus on performance based learning
- Course end assessment 10% of final mark

For students in grade 6, the Provincial Achievement Test will be the final assessment worth ten percent (10%) of the year's mark with the exception of students who are excused from writing the Provincial Achievement Tests in accordance with the criteria established by Alberta Education.

Grade 7-9

- Common Assessments 25% of final mark
- Teacher Discretion tasks 50% of final mark
 - Should focus on performance based learning
- Course end assessment 25% of final mark
 - Performance or Common Assessment final (mandatory if available)

For students in grade 9, the Provincial Achievement Test will be the final examination and will be worth twenty five percent (25%) of the year's mark. Additional components may be added to the Provincial Achievement Tests at the discretion of the principal.

Grade 10-11 Courses leading to a diploma exam

- Common Assessments 25% of final mark
 - Unit Assessments if Common Assessments non-existent
- Teacher Discretion tasks 50% of final mark
 - Should focus on performance based learning
- Course end assessment 25% of final mark
 - Common Assessment final if created

Grade 10-12 Courses not leading to a diploma exam

- Summative Assessments 25% of final mark
- Teacher Discretion tasks 50% of final mark
 - Should focus on performance based learning
- Course end assessment 25% of final mark
 - Project or written final

Grade 12 Courses with a Diploma Exam

- Common Assessments 25% of final mark
 - Unit Assessments if Common Assessments non-existent
- Teacher Discretion tasks 50% of final mark

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- Should focus on performance based learning
 - Summative Assessments 25% of final mark
 - Quizzes, chapter tests, etc.
 - No assignments that are marked for completion only shall be part of the student's mark.
 - Formative assessment strategies such as worksheets, textbook questions, fill in the blank shall not be included in the student's grade.
 - Participation, Attitude, Student Behaviour, Attendance shall not be part of a student's grade.
2. A copy of each year plan/course outline is to be uploaded to the Admin Center by the end of the first month of the school year, semester or end of the first week for schools in the quad system.
 3. Procedures for the approval and security of Junior\Senior High final examinations include:
 - a) A draft copy of the final examination or final project shall be submitted to the Principal for approval one week prior to the date on which the examination is to be written. All approved examinations along with a marking guide will be retained on file at the school for at least one (1) year.
 - b) The final examination shall be administered between a minimum of one (1) hour to a maximum of two and one half (2.5) hours in each Junior/Senior High course. Extra time may be granted using the same criteria as the PATs. Exceptions must be approved by the Principal.
 - c) Student final examination papers must be kept on file at the school for a period of at least ninety (90) days.
 4. Records of evaluation shall be maintained and made available to the Principal, Superintendent or designate on request. Digital records of evaluation for grades 4 through 12 will be kept by Central Office at the end of each school year.

Reporting Procedures

1. Student progress in ECS through grade 6 will be reported via three Report Cards each school year. Students in grade 7 through 12 will receive 4 Report Cards each school year. Report cards at both levels will be issued on the same dates throughout the jurisdiction. These dates will be determined each spring for the following year.

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2. Student progress will be reported a minimum of two times per quad in schools following a quadmester schedule.
 3. Achievement in subjects will be reported using the FVSD approved PowerSchool Report Card template.
 4. Outcomes based reporting will be used for ECS through grade 3. Cumulative reporting will be used for grades 4 through 12.
 5. All student assessment, with the exception of final exams, must be returned with appropriate feedback to the student within one week of submission.

Alternatives to Zero

The Board of Trustees for the Fort Vermilion School Division has endorsed an *Alternatives to Zero* approach for all of its schools. Current research indicates that zeros have a negative effect on student achievement. Not only do zeros not indicate what the student actually knows but also they have a discouraging effect on students and promote failure. An *Alternatives to Zero* approach encourages students to complete the assigned work and continue gaining knowledge and skills.

Each school in the Fort Vermilion School Division will develop an **Alternatives to Zero Action Plan** indicating the strategies in place to ensure students complete all assigned work and achieve to their potential. Such strategies may include but are not limited to the following:

- Communication of the school's strategies in student agendas and newsletters
- Communication with the parent regarding homework and expectations
- Parent contact in the case of missed homework
- Extra help through the teacher, a tutor, homework room, etc.
- Modification of program to meet the student's needs

Assessment procedures that include a penalty for late assignments are considered contrary to the intention of the *Alternatives to Zero* approach.

Schools will review their **Alternatives to Zero Action Plan** at least yearly and upload a copy to the Admin Center by the end of September.

Student Appeals

1. Each student has the right to appeal his/her marks, report card grades, final marks and promotion/retention decisions affecting him/her.

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2. A student who is absent from a final examination will have his/her case reviewed on an individual basis by the administration of the school and teachers involved.
 3. Each student and/or parent has the right to appeal the student's final mark and/or a decision regarding the promotion/retention of the student.
 4. Appeals must be made to the principal or designate within ten (10) days after the student's final marks have been issued or a decision is made on promotion/retention.
 5. The principal or designate shall initiate the steps he/she deems necessary to review the original decision, including the following where applicable:
 - a. Consultation with the teacher involved
 - b. A check of the records
 - c. Review of the evaluation procedures followed
 - d. Personal hearing of the appeal
 - e. Allowing the student access to his/her record of marks
 6. The principal shall ensure that someone is designated to process appeals in the event of his/her absence.
 7. Following the investigation, the principal shall report the findings and decision to the student and/or parents in writing.
 8. If a student and/or parent is not satisfied with the outcome of an appeal made to the principal, the appeal may be continued through the following steps:
 - a. Superintendent or designate
 - b. Board of Trustees
 - c. Minister of Education
 9. A copy of this document shall be placed in the staff handbook of each school.

Student Fee Structure

Schools may charge a student's parent any fee or cost for resources related to instruction pursuant to the *School Fees Regulation* and *School Transportation Regulation*, the *Education Act*, and the FVSD Student Fee Structure Guideline.

Fees are due and payable at the time of registration and prior to receipt of services unless arrangements are made with the school principal for alternative terms of payment.

1. Schools may charge school fees as identified in the Fee Schedule.
2. Schools shall ensure that fees listed in the Fee Schedule are only used for the purpose for which they are collected and should be directly related to the cost of the resource/service provided to the student.
3. Financial records shall be maintained at the school and Division level, for the fees collected and disbursed.
4. Fees for services provided over time shall be assessed and refunded on a prorated basis.
5. The school fee schedule shall be reviewed on an annual basis by the Secretary-Treasurer. Any change to the school fee schedule shall be reviewed by the Board of Trustees.
6. An amended fee schedule shall be reviewed by the School Board by the end of March for the following school year.
7. In developing and reviewing the fee schedule, the Superintendent may receive input from Central Office Administration, School Principals, staff, school council, parent(s)/guardian(s) and where appropriate other community stakeholders.
8. Fees shall be identified in the Division Budget.
9. Schools are prohibited from requiring parent(s)/guardian(s) to provide goods or services in lieu of fees unless otherwise indicated in the Fee Schedule.

Consultation and Annual Approval

The Secretary-Treasurer shall consult with parent(s)/guardian(s) prior to February of each school year. Consultation is related to the setting, increasing or decreases to any fee or cost. Consultation may take a variety of forms, such as parent surveys, online feedback and School Councils.

Secretary-Treasurer will collate parental input for presentation to the Board of Trustees when reviewing fees in the March Board Meeting.

Communications

Schools are required to demonstrate to parent(s)/guardian(s)

1. The need to charge any fee or cost, including the amounts.
2. Through information provided in staff and student handbooks, schools shall inform staff and parents of:
 - The circumstances under which any fee or cost may be waived or refunded.
 - The process a parent has to follow to request that a fee or cost be waived or refunded.
 - A process designed to ensure that the staff of each school and the parents of students enrolled in that school are notified of the circumstances under which a fee or cost may be waived or refunded and of the procedure for requesting that a fee or cost be waived or refunded, as the case may be.
 - Schools are to follow FVSD Dispute Resolution Process which is designed to enable the resolution of disputes and concerns between parents and the Board.

Fee Schedule 2020-2021

Extracurricular Fees per Sport/Clubs:

High School Sports Team	\$125.00 (Maximum)
Junior High Sports Team	\$100.00 (Maximum)
All Other Sports	\$30.00 (Maximum)
Zone Fee for Individual Sports	\$50.00 (Maximum)
Provincial Fee for Individual Sports	\$50.00 (Maximum)
Overnight Tournament Fee (per tournament)	\$100.00 (Maximum)
Clubs	\$100.00 (Maximum)
Hotel Rooms	(Cost Recovery)
Ski Trips	\$400.00 (Maximum)

Activity Fees:

Adventure Academy	\$180.00
Out of Province Trips	Defined by 3 rd Party Fee
Field Trips	\$125.00 (Maximum)
Graduation	\$300.00 (Maximum)

Goods and Services:

Locks (Refundable)	\$5.00 (Maximum)
Calculator Rent	\$20.00 (Maximum)

Textbooks/Technology:

Lost and/or damaged textbooks or technology shall be charged according to the following schedule:

- 1 year old or less 80% of replacement cost
- 2-3 years old 60% of replacement cost
- 4-5 years old 40% of replacement cost
- More than 5 years old 20% of replacement cost

Any variance to current 2020-2021 school fees requires Superintendent approval. Each school must have a Student Fee Schedule outlined in their school handbook.

Urban Transportation:

Transportation is available to students within the 2.4 kilometers walk limit and residing in the urban area. The cost for urban transportation within the Division is as follows:

- Students with physical disabilities – no charge
- ECS (1/2 time) - \$25.00 per month
- ECS (Full-time) - \$40.00 per month
- Grades 1-6 - \$40.00 per month
- Grades 7-12 - \$50.00 per month
- Family Rate Maximum - \$100.00 per month

Rural Yard Service:

Yard Service will be provided free of charge to students where there is a child in grade three or less and the driveway exceeds 0.4 kilometers (1/4 mile), or where the driveway exceeds 0.8 kilometers (1/2 mile) for any other students. Parents who want yard service and do not meet the distance requirement will be charged \$75 per month. Students with physical disabilities may be provided yard service at no cost.

Student Fee Waiver Process

The Board of Trustees has established a student fee structure for student services. The Board of Trustees recognizes that while fees are necessary, some parents or students may be unable to afford such fees. To ensure that students have access to a basic education the Board, through this policy, makes provision for forgiving fees where economic hardship can be demonstrated.

PROCEDURES:

1. Applications for waiver or adjusting of the fee will be made directly to the Secretary-Treasurer who will be responsible for making the appropriate determination. For a copy of the form see FVSD Forms – Application for Waiver of School Fee(s).
2. The Secretary-Treasurer in consultation with the Superintendent shall establish criteria by which applications are evaluated.

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3. Each application will be assessed on an individual basis from the information provided on the application form, supplemented, if necessary, by discussion with the applicant.
 4. Rejected applicants may appeal to the Superintendent of Schools.

GUIDELINES:

1. Criteria for evaluating applications under this policy shall include income levels using data available from Statistics Canada, family size and other criterion that may be useful in determining economic hardship.
2. Waiving or adjusting of fees may be applied to fees outlined in the FVSD Student Fee Schedule.
3. Fees may be waived for the entire school year or for a portion of the school year, subject to specific circumstances.

Student Learning Assessments

Alberta Education has developed a Student Learning Assessment (SLA) for grade 3 students. This assessment focuses on outcomes related to literacy and numeracy and is intended to improve and enhance student learning. The use of the SLA, in part or in whole, is voluntary for teachers and is not reported at the school, division or provincial levels. More information on the SLA can be found at <https://www.alberta.ca/student-learning-assessments.aspx>

Student Records

“A board shall establish and maintain in accordance with the regulations a student record for each student enrolled in a school operated by the board, and each child or student enrolled in an early childhood services program provided by the board.”

References: *Education Act* (Section 56) and *Student Record Regulation* found in FVSD Appendices.

- The student record must contain all information that is collected which affects the decisions made about the education of the student. Most commonly, this information is stored in the student’s Student Record, but ‘the record’ may include information that may be stored elsewhere. If there are other files, these must be noted in the Student Record. Consult the *Student Record Regulation* (Section 2) for details regarding the information that should be included.
- If an Instructional Support Plan/Individualized Program Plan has been developed for a student, it is part of the Student Record.
- A Student Record must not include any information contained in notes and observations prepared by and for the exclusive use of teachers, educational assistants, counsellors and principals that are not used in program placement decisions, and other sensitive information unless it is in the public interest or necessary to ensure the safety of students and staff (*Student Record Regulation* section 3).
- Access to the Student Record is limited to those who have a right and a need to know, such as students, parents, legal guardians, the students’ teachers and other staff working with the student’s instructional program, and principal’s (*Student Record Regulation* section 6). Student Records should be stored in a secure place and access should be monitored.
- In all cases where a student has graduated or withdrawn from a school, the SCHOOL will retain the Student Record for 3 years except when a student has transferred to a school within the province. After that time period the Student Record shall be forwarded to Central Office.
- If a student transfers to a school in Alberta, a school must, on receipt of a written request from that school, forward the Student Record.
- If a student transfers to a school outside of Alberta, a school must, on receipt of a written request from that school, send a COPY of the Student Record to that school. The original must be kept as per section 4 of the *Regulation*.
- Only Central Office personnel will destroy a Student Record.
- Should information from a Student Record be requested by individuals such as RCMP or Probation Officers in order to administer the Youth Justice Act or Youth Criminal Justice Act, the principal shall comply.
- Information that is not to be kept in a Student Record will be retained for 3 years except when a student has transferred to a school within the province. After the 3 year time period the information will be forwarded to Central Office for retention or disposal. (examples: programing file, counselling file and others) NOTE: counselling files are not to be forwarded to other schools within the province.

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- Central Office will reference section 4 of the *Student Record Regulation* to determine the time required to retain student records.

Student Records should be updated and reviewed annually to ensure that the proper information is (and inappropriate information is not) being stored.

Student Registration

The Student registration form (found in FVSD Forms) must be sent home for parents to update annually at the beginning of each school year.

Suspension/Expulsion

Excerpts from the *Education Act*.

Section 36

- (1) A teacher or a principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
 - (a) the student has failed to comply with section 31,
 - (b) the student has failed to comply with the student code of conduct established under section 33(2),
 - (c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
 - (d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
- (2) A teacher may suspend a student from one class period.
- (3) A principal may suspend a student
 - (a) from school,
 - (b) from one or more class periods or courses,
 - (c) from transportation provided under section 59, or
 - (d) from any school-related activity.
- (4) When a student is suspended under subsection (3), the principal shall
 - (a) immediately inform the student's parent of the suspension,
 - (b) report in writing to the student's parent all the circumstances respecting the suspension, and
 - (c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.
- (5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37.

There are three types of possible suspensions. See the FVSD Forms for copies of letters for each of these suspensions. *Consultation with the Assistant Superintendent of Operations is required prior to any suspension.*

1. Suspension from School - 5 days or less
2. Suspension (with Investigation) – 5 day suspension with investigation to follow, leading to a possible expulsion
3. Suspension (recommendation to Board Discipline Committee) – either 10 days (if this is the first letter) or another 5 days if this is the second letter following an investigation.

All suspension letters must contain

1. First and Last name of suspended individual

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2. Grade level
 3. Alberta ID# or Birthdate
 4. Excerpts from the Education Act – Section 36(1) and Section 31
 5. The circumstances respecting the suspension
 6. Carbon Copied to Assistant Superintendent of Operations

The principal **cannot** expel students.

When a principal suspends a student, he/she must phone the student's parents and report, in writing, to the parents the reason(s) for the suspension. The principal shall provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension. If the student is not to be reinstated within five school days from the date of suspension, the principal shall inform the Board Student Discipline Committee of the suspension and report in writing all the circumstances of the suspension together with the principal's recommendation(s).

It is extremely important that recommendations for expulsion adhere to Section 37 of the *Education Act* and be supported by the following documentation:

- * reason(s) for the expulsion (case history),
- * copies of correspondence related to reason(s) for expulsion,
- * the student's academic record,
- * the student's record of attendance,
- * copies of correspondence sent to parents/guardians/student,
- * summary of attempted positive intervention techniques.

Expulsion cases shall be dealt with by the Board Student Discipline Committee. The committee will be comprised of a quorum of three committee members, which may include:

1. The Board Chairman or Vice Chairman or Trustee designate.
2. One (1) Trustee.
3. The local Ward Trustee or Trustee designate.
4. The Superintendent of Schools or designate (non-voting member).

The Superintendent of Schools or designate shall set a meeting to hear the case within the ten (10) school day period immediately following the start of the suspension. The Principal shall be in attendance at this meeting.