Accreditation of Out-of-Province Schools

Operational Handbook

Updated December 2011
The Accreditation of Out-of-Province Schools: Operational Handbook is an Alberta Education publication for the use of out-of-province school authorities and for those intending to establish an Alberta accredited school.

For further information, contact:

- Alberta Education
  International Education Services Branch
  2nd Floor, 44 Capital Boulevard, 10044 – 108 Street
  Edmonton, Alberta, Canada T5J 5E6
  Telephone: +1–780–427–2035
  Fax: +1–780–644–2284
  E-mails: intl.ed.sec@gov.ab.ca (for general inquiries)
   exchange.programs@gov.ab.ca
   studyinalberta.sec@gov.ab.ca (for study in Alberta inquiries)
  Website: education.alberta.ca/students/internationaleducation.aspx

- Alberta Education
  Out of-Province Schools Coordinator
  School Accreditation and Disputes Resolution Branch
  Telephone: +1–780–422–0126

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Note: All website addresses were confirmed as accurate at the time of publication but are subject to change.

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Foreword

There is expanding worldwide demand for quality education programs. The Alberta International Education Strategy provides a framework for government and interested education partners to enhance international education opportunities for Albertans and others.

Alberta Education developed Accreditation of Out-of-Province Schools to strengthen Alberta’s international presence and to increase the international dimension of Alberta’s education system.

The benefits of studying the Alberta program are far reaching. International students who obtain an Alberta High School Diploma may continue their studies at Alberta’s post-secondary institutions or other universities/colleges across North America.

The Accreditation of Out-of-Province Schools: Operational Handbook is an Alberta Education publication for out-of-province school authorities and for those intending to establish an Alberta accredited school. This all-inclusive Operational Handbook outlines:

• requirements and steps for establishing or closing an Alberta accredited school
• information useful in planning, organizing and operating an Alberta accredited school.

Notes

• Throughout this handbook, “Alberta accredited school” is used to mean the same as “Accreditation of Out-of-Province Schools.”
• This Operational Handbook is a working document that will be updated to clarify requirements and procedures.
• Alberta programs of study are available in both English and French.
• Diploma examinations are available in both English and French.
• Accreditation is possible in both English and French.

Accrediting Out-of-Province Schools

A number of out-of-province schools wish to provide an Alberta education program for their students. These schools may include Canadian students who are temporarily out of the country or foreign students who plan to emigrate to Canada or to continue their studies in Canada, and/or resident students of another country wishing to achieve an Alberta High School Diploma.

Alberta Education will accredit schools that meet accreditation standards through offering the Alberta programs of study, and that follow the policies for education programming in the current Guide to Education: ECS to Grade 12. Students who attend these accredited schools and meet Alberta graduation requirements will be eligible to receive Alberta high school credits and an Alberta High School Diploma.

Alberta works with interested out-of-province school authorities and their already established schools to institute Alberta-accredited schools, offering international students the opportunity to receive an education, based on the Alberta curriculum, and to potentially qualify for an Alberta High School Diploma.

The out-of-province schools will pay the costs of operating the schools, as well as the cost of application, licensing, regular inspections and any other services that Alberta provides.
Advantages of Alberta Accreditation

High Results
Alberta's education system is recognized internationally as one of the best learning systems in the world. Alberta students have placed among the top academic performers in all four cycles of the Programme for International Student Assessment (PISA) held since 2000. In PISA 2006, Alberta's scores in science were the second highest in the world and similar results were evident in mathematics and reading. In PISA 2009, students in Alberta remained among the best performers in the world. Detailed results of Alberta’s performance on PISA assessments can be found at www.cme.ca/Publications/Lists/Publications/Attachments/254/PISA2009-can-report.pdf.

Rigorous Curriculum
Alberta requires schools to provide a common curriculum for grades 1 to 12. This strong curriculum specifies learner outcomes for each subject area. Teachers, university professors, business leaders and other experts develop the curriculum collaboratively. The curriculum is reviewed and updated to ensure it is current and focused on what students need to know.

External Examinations
School-leaving examinations are another feature of the Alberta education system. In order to qualify for an Alberta High School Diploma, students at the Grade 12 level must write provincial examinations in core subject areas. These diploma examinations are set and marked by Alberta Education. Students’ examination results are used to determine eligibility for entrance into a post-secondary institution; e.g., universities and colleges.

Alberta also has provincial achievement tests that are administered annually to all students in grades 3, 6 and 9. The results from these tests provide schools with reliable and valid information about how well their students are achieving grade-level standards.

Recognized Credentials
Students who earn an Alberta High School Diploma are accepted for enrollment at universities and other post-secondary institutions throughout North America and the rest of the world. This diploma is recognized as a symbol of excellence that means students have demonstrated the knowledge and skills required for post-secondary education at universities and other post-secondary institutions.

Enhanced English Language Skills
With the increased globalization of the economy, high school graduates, who have good English language skills, are in high demand. An Alberta accredited program will enable students to improve their English language skills and develop a better understanding of the cultural values, customs and social expectations in English-speaking countries. They will benefit from English language instruction and from using English in everyday situations.

Programs of Study Are Available in Both English and French
French, like English, is spoken around the globe. French is an official language in approximately 30 countries, including Canada. All embassies of all nations use either English or French, or both as languages of communication. Schools may choose to use the programs of study in English, French or a combination of both for all subject areas. Students may choose to write high school diploma examinations and provincial achievement tests in English or French. Learning and teaching resources are available in both languages.

Comprehensive Education
Alberta’s education system focuses on providing students with a comprehensive education. Alberta also strives to recognize the individual strengths of students by offering them choice and challenge. In addition to the core courses in English, social studies, mathematics, science and physical education, students may select from a range of optional courses to complete their program.

High Quality Teacher Preparation and Instruction
The four basic principles of teaching the Alberta programs of study are:
• how students learn is as important as what they learn
• students learn best when they actually participate in reading, writing, speaking, listening and viewing
• students need to construct knowledge and be challenged to think critically and creatively and to apply knowledge and skills in new contexts
• teachers must meet individual student needs, abilities and learning styles.

Student Teacher Placement
Alberta teacher preparation institutions have indicated interest in placing advanced practicum students in an international field experience. The Registrar of Alberta Education may, with certain conditions, recognize such a placement pursuant to the Certification of Teachers Regulation. Conditions include that:
• the grade placement for a student teacher is in a school accredited by Alberta Education and following the Alberta programs of study
• the Alberta program administrator or Alberta school principal has an Alberta teaching certificate and at least three years of Alberta teaching experience
• the supervising teacher has an Alberta teaching certificate and at least three years Alberta teaching experience.

For more detailed information regarding recognition of advanced practicum student placement, contact the Professional Standards Branch of Alberta Education by telephone at +1–780–427–2045.
Opportunities for Student Exchange
Reciprocal student exchange opportunities may be available for students to gain intercultural communication and leadership skills and to experience another way of life. Contact the International Education Services Branch to discuss this possibility or visit education.alberta.ca/students/internationaleducation/exchangeprograms.aspx.

Opportunities for Educator Exchange
Educator exchanges and short-term study visit opportunities may be available to provide teachers with a unique professional development experience that promotes the sharing of best practices across cultures, the creation of partnerships between classrooms and the development of global understanding. Contact the International Education Services Branch to discuss this possibility or visit education.alberta.ca/students/internationaleducation/exchangeprograms.aspx.

Opportunities for School Partnerships
School twinnings or partnerships between Alberta schools and schools from abroad can bring a truly international experience into the classroom. School partnerships vary in focus and scope but they all aim to facilitate dialogue and encourage collaborative learning between students from different parts of the world. For more information on school partnerships generally and/or to apply for an Alberta partner school, visit education.alberta.ca/students/internationaleducation/schooltwinnings.aspx.

Roles and Responsibilities
The Department of Education, Government of Alberta has a role in:

• establishing government-to-government agreements relative to Alberta accredited schools
• setting goals, regulations, policy and legislation for school operations
• setting provincial curriculum standards
• developing and administering provincial achievement tests and diploma examinations
• ensuring security and compliance with department requirements regarding provincial testing
• measuring and reporting student performance
• certificating teachers
• specifying requirements for Alberta accredited schools
• measuring school authority performance
• inspecting and accrediting Alberta out-of-province schools
• setting fees for Alberta accredited schools.

Alberta Accredited Schools are responsible for:

• meeting and maintaining the accreditation requirements and standards of Alberta Education
• delivering the Alberta programs of study to students and completing provincial assessments, as required
• providing an education program in accordance with the current Guide to Education: ECS to Grade 12
• employing certificated teachers and administrators
• planning and reporting on education results
• working with parents and community members.

The Alberta Program Administrator or Alberta School Principal has responsibility for:

• implementing applicable policies of Alberta Education and the local school authority
• providing instructional leadership in the Alberta program
• supervising the evaluation and advancement of students in the Alberta program
• ensuring instruction is consistent with the approved programs of study
• ensuring standards of education are met
• evaluating programs
• directing the management of the Alberta program
• promoting cooperation between the Alberta program and the school community
• supervising and evaluating teachers in the Alberta program
• assisting the Designated Signing Authority with the evaluation of a teacher who holds an Interim Professional Certificate to assist the teacher with gaining a Permanent Professional Certificate.

1 Newly graduated teachers often seek positions in out-of-province schools to gain global experience. The Certification of Teachers Regulation allows the Alberta Registrar to recognize teaching experience in Alberta accredited out-of-province schools. The Regulation requires that while holding an Interim Professional Certificate (IPC) an individual must complete two years of full-time teaching in an institution where the courses, education programs and instructional materials are prescribed, authorized or approved by the Minister, in an institution approved by the Minister. The Regulation states that the Registrar may issue a Permanent Professional Certificate to an applicant who, while holding an IPC, has completed two years of related professional experience that is acceptable to the Registrar [section 10(1)(a)(ii)]. In Alberta accredited out-of-province schools, the following conditions must be met:

• The school in which the teacher is teaching must have undergone one complete evaluation by Alberta Education staff and must be at least into its second year of operation as an Alberta accredited out-of-province school.
• The Alberta program administrator or Alberta school principal of the Alberta accredited out-of-province school must have had at least three years of teaching experience in Alberta, and have prior Alberta educational administration experience, or the equivalent.
• A Designated Signing Authority (DSA), appointed at the discretion of the Registrar, must evaluate a teacher for at least one lesson in accordance with the Teacher, Growth and Supervision Policy.
• The Alberta program administrator or Alberta school principal of the school must evaluate the teacher for at least one additional lesson.
• Where there is a discrepancy between the evaluation of the DSA and the Alberta program administrator or Alberta school principal, the DSA will evaluate another lesson and make a recommendation. This recommendation will then be final.

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Teachers have a role in:

- providing instruction competently to students
- teaching the programs of study and education programs that are prescribed, approved or authorized
- promoting adopted or approved goals and standards applicable to the provision of education
- encouraging and fostering learning in students
- regularly evaluating students and periodically reporting the results of the evaluation to the students, the students’ parents and the school
- maintaining, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the school
- carrying out, subject to any applicable contract of employment, those duties that are assigned to the teacher by the principal or Alberta program administrator.

Alberta School Accreditation Process

This section outlines the procedures for obtaining and maintaining Alberta accreditation. Applicants must allow ample planning time for each of the procedural steps. Schools may obtain Alberta accreditation through a three-step process summarized below.

Part I: Application

Schools may apply by completing and returning the Application (see Appendix 1) along with a non-refundable application fee to:

Alberta Education
Learning Supports and Information Management Division
Executive Director, Program Delivery Sector
8th Floor, 44 Capital Boulevard
10044-108 Street NW
Edmonton, Alberta T5J 5E6
Canada

• Alberta Education will not enter into individual contracts with schools until evidence of approval by local governments has been provided.
• Alberta Education will review applications and select those eligible and prepared for Alberta accreditation.
• These selected applicants may proceed to Preliminary Accreditation Status. Schools not selected will be provided with feedback to assist them with reapplication.

Schools wishing to apply for Preliminary Accreditation Status should do so by January of the year the school wishes to open.

Part II: Preliminary Accreditation Status

Selected applicants must send a letter stating that they intend to proceed with Preliminary Accreditation Status, and that they agree to forward payments to Alberta Education (at the address listed in Part I) to cover:

- return economy fare or business airfare (for flights longer than nine hours), and other transportation expenses, between Alberta and the school, for all inspection team members
- comfortable accommodation in a four-star or higher hotel and meals for the inspector(s)
- a professional fee per person per day (see Appendix 6).

Upon receipt of the written agreement to pay, the Executive Director of the Program Delivery Sector, Alberta Education, will appoint one or two evaluators to visit the school to conduct a Preliminary Accreditation Status inspection of the school.

The onsite inspection will assess the school’s current success in meeting accreditation requirements. While it is not required that all accreditation criteria be fully implemented, this inspection will assess the school’s realistic possibility of meeting accreditation status inspection requirements (see Appendix 2), generally scheduled six to eight months in the future. To be granted Preliminary Accreditation Status, the evaluator(s) must recommend to the Executive Director that, in their judgment, the school will meet accreditation standards in approximately 6 to 8 months. Upon review and acceptance of the recommendation by the Executive Director, an agreement for the purpose of granting the school Preliminary Accreditation Status will be drawn up and signed by the Government of Alberta and the school authority.

Preliminary Accreditation Status is required prior to the school’s application for accreditation. If Preliminary Accreditation Status is not granted, reapplication for Preliminary Accreditation Status may be made at the discretion of the Executive Director.
Part III: Accreditation

Following the completion of the successful onsite review of the Preliminary Accreditation Status year, the applicant may proceed to the accreditation phase. With a successful onsite review, a request to proceed to the accreditation phase must be made in writing to the Executive Director of the Program Delivery Sector at the address in Part I.

The Executive Director will establish an accreditation inspection team.

The school must provide, by September 30 of the year of application:

• a complete list of teaching staff, including their certification details: full name, date of birth, the Canadian province/territory in which they hold certification, certificate number, certificate expiry date (if any), social insurance number, and an address at which they can be contacted
• a complete list of students, submitted on the Provincial Approach to Student Information (PASI) system detailing name, date of birth, grade level and date of enrollment
• a list of Alberta courses and programs offered
• costs for the accreditation inspection including:
  – return economy fare or business airfare (for flights longer than nine hours), and other transportation expenses, between Alberta and the school, for all inspection team members
  – comfortable accommodation in a four-star or higher hotel and meals for the inspector(s)
  – a professional fee per person per day (see Appendix 6).

Accreditation inspection dates will be set by mutual agreement. The school will supply a location in the school building for the inspection team members to meet and work in privacy. The inspection team will make a recommendation regarding approval for accreditation to the Alberta Minister of Education. Upon review and acceptance of the report, the Alberta Minister of Education may grant accreditation to the school, and an accreditation agreement is drawn up and signed by the Government of Alberta and the school authority.

The accreditation agreement will include the:

a) criteria examined during the accreditation inspection (see Appendix 2).
b) responsibilities of the school
c) responsibilities of Alberta Education
d) reporting requirements
e) fees and costs.

Accreditation confirms that the school has met the requirements for Alberta accreditation and that Alberta credentials will be issued to students who qualify upon the successful completion of Alberta courses and graduation requirements. Successful Grade 12 students will be eligible for an Alberta High School Diploma.

On failure to meet accreditation standards, Preliminary Accreditation Status may be extended at the discretion of the Executive Director.

Part IV: Maintaining Annual Requirements for Accreditation

To maintain Alberta accreditation, a school shall, on an annual basis, meet Alberta Education standards and requirements as determined by the submission of documents, including an Annual Education Plan, an Annual Education Results Report, major examinations (as requested), and regular communication via Skype, e-mail and/or letter. In addition, grades 10 to 12 programs will be inspected annually, and Kindergarten to Grade 9 programs will be inspected every three years. The requirements, procedures and costs of inspections to maintain accreditation are the same as those described in Part III. Additional inspections may be initiated by the Executive Director.

The Executive Director will appoint the inspection team. Once every three years, a larger team may be sent to the school to conduct a more in-depth evaluation of education results.
Alberta School Accreditation Process

Part I: Application

Application form and fee submitted to Alberta Education

The application is eligible
The Preliminary Accreditation Status process can begin

The application is not eligible
Feedback is provided to applicant
Application may be re-submitted based on feedback

Part II: Preliminary Accreditation Status

Letter and payment for inspection costs submitted by applicant

Appointment of evaluators
Onsite inspection

Agreement granting Preliminary Accreditation Status for one year is drawn up and signed
Preliminary Accreditation Status is denied
Feedback is provided to applicant

Part III: Accreditation

At the end of the Preliminary Accreditation Status year another onsite inspection is performed

Preliminary Accreditation Status year successful
Agreement granting Accreditation is drawn up and signed

Preliminary Accreditation Status year unsuccessful
School may be granted a second year of Preliminary Accreditation Status

Part IV: Maintaining Annual Requirements for Accreditation

- Annual reports submitted by school to Alberta Education
- Kindergarten to Grade 9 programs inspected every three years
- Grades 10 to 12 programs inspected annually
Implementation of Accreditation Requirements

School Operations and Administration

Accreditation Status
An Alberta accredited school must submit annually (by September 30) to Alberta Education:

• a complete list of teaching staff, including their certification details: full name, date of birth, the Canadian province/territory in which they hold certification, certificate number, certificate expiry date (if any), social insurance number, and an address at which they can be contacted
• a complete list of students, submitted on the Provincial Approach to Student Information (PASI) system detailing name, date of birth, grade level and date of enrollment
• a list of Alberta courses and programs offered.

Any changes made during the school year to this information must be provided in writing to Alberta Education.

During the course of a school year, if an Alberta accredited school does not fulfill the requirements of the Alberta Minister of Education, as outlined in the agreement, or when a program offering is judged to be inconsistent with the criteria that govern approval, Alberta Education will work with the responsible officers of the school and will make a recommendation of an appropriate course of action to the Executive Directors of the Program Delivery Sector and FNMI and Field Services Sector, Alberta Education. If it becomes necessary to conduct additional school evaluations and/or administer student examinations, the school must cover all the associated costs prior to the delivery of any services.

Agreement
The term “agreement” refers to the contract that enables Alberta Education to grant the school applying for accreditation either a Preliminary Accreditation Status or Continuing Accreditation Status for a given term, and to enable the school to use the Alberta programs of study for agreed upon grades. It is a contract that outlines the school’s responsibilities, fees and costs, and Alberta Education’s responsibilities. It is signed by a representative of the Alberta Minister of Education and by a representative of the out-of-province school, and it is binding.

Cancellation and or Closure
An Alberta accredited school wishing to cancel its accreditation with Alberta Education shall advise Alberta Education, in writing, and the cancellation becomes effective in 90 days after receipt of the letter.

If an Alberta accredited school is closing, the Alberta school principal or Alberta program administrator will forward student records to the schools into which students are transferring. Where a student’s school destination cannot be determined by the Alberta accredited school, the Alberta school principal or Alberta program administrator will forward student records to Alberta Education.

Provincial Achievement Tests
Schools may choose to write the Provincial Achievement Tests. The Alberta accredited school will cover the administration costs for students writing Alberta achievement tests.

The purpose of the Achievement Testing Program is to:

• determine if students are learning what they are expected to learn
• assist schools in monitoring and improving student learning.

Improve Student Learning
Careful examination and interpretation of the results can help reveal areas of relative strength and weakness in student achievement. Teachers and administrators can use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the Alberta programs of study.

Interpreting Provincial Results
Personnel at the school level are in the best position to appropriately interpret, use and communicate school results in the local context.

Diploma Examinations
Alberta accredited schools are required to ensure that students write the Alberta diploma examinations, as required by the Alberta Minister of Education, and that the Alberta diploma examinations are administered and secure, in accordance with the approved timetable and directives of Alberta Education (see Appendix 5).

The Alberta accredited school will cover the costs of administering examinations for students writing Alberta diploma examinations. All students wishing to write a diploma examination must be registered. Registration is using the student information system and sending the information through Edulink. In the future, this will be done using PASI.
Guide to Education: ECS to Grade 12

The Guide to Education serves to support Alberta Education’s objective of providing consistent direction while encouraging flexibility and discretion at the local level. It provides information about ECS to Grade 12 programs, education delivery and achievement standards for students enrolled in Alberta schools. It communicates information useful in organizing and operating Alberta schools to meet the needs of learners. As well, the policies of Alberta Education are outlined in the Guide to Education.

The Guide to Education is found at education.alberta.ca/admin/resources/guidetoed.aspx and is updated annually.

Health and Safety

All Alberta accredited schools must abide by all local authority zoning and bylaws and all applicable public health, safety and building standards and requirements.

Instructional Time

Where Kindergarten programs are offered, schools shall provide access to a minimum of 475 hours of instructional program activities for each child in a centre during a school year.

In accordance with section 39(1)(c) of the School Act, and to allow for a balanced program that leads to the student learning outcomes outlined in the Goals and Standards Applicable to the Provisions of Basic Education in Alberta, schools are required to ensure that Grade 1 to Grade 9 students have access to a minimum of 950 hours of instruction per year in each grade.

Alberta accredited schools must offer students in grades 10 to 12 access to at least 25 hours of instruction per high school credit of Alberta curriculum and access to 1000 hours of instruction per year. See the Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx for more information about instructional time.

Internet Connectivity

The Alberta accredited school must meet Alberta Education’s current requirements for Internet connectivity, computer hardware/software, and printer capabilities to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks (see Appendix 7).

Policies

The Alberta accredited school must develop and maintain a policy that is consistent with the requirements of Alberta Education regarding:

- the evaluation of students (see Appendix 3)
- the evaluation of teachers (see Appendix 9).

Teacher evaluation for the purpose of recommendation for Alberta Permanent Certification must follow the Teacher Growth, Supervision and Evaluation Policy (see Appendix 8).

Policies regarding attendance and discipline of students are set by the school. All policies of Alberta Education are outlined in the Guide to Education and applicable ones must be followed. See the Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx.

Provincial Approach to Student Information (PASI)

The Provincial Approach to Student Information (PASI) is a student information database developed and maintained by Alberta Education. The goal of PASI is to provide educational policy makers and administrators with accurate student information. This information is critical to the planning, decision making and evaluation of educational programs. The software that operates this program is called PASIprep.

- To gain permission to access this Internet-based tool, go to the Alberta Extranet at phoenix.edc.gov.ab.ca and click on the “PASIprep User Authorization Form” for schools and authorities. Complete the form for the level of access required. New users will be required to complete and submit a School or Authority Application Form.
- For more information related to PASI and the software available on the Alberta Extranet, contact the PASI/Student Records Help Desk by telephone at +1–780–427–9016, by fax at +1–780–427–1179, or by e-mail at Heather.Conroy@gov.ab.ca.

Student Registration

The Alberta accredited school must register all students using PASIprep. For more information on PASIprep and its functions, visit the school operations site at phoenix.edc.gov.ab.ca.

Submitting High School Course Marks

Beginning in January 2012, all high school course marks must be submitted to Alberta Education using PASIprep. For more information on PASIprep and its functions, visit the school operations site at phoenix.edc.gov.ab.ca.

Student Transcripts

Grades 10 to 12 high school students may make a request for official transcripts of marks by applying online at education.alberta.ca/students/transcripts.aspx. A fee will be charged for issuing transcripts (see Appendix 6).
Programs of Study and Resources
All Alberta accredited schools must follow the Alberta programs of study. Use of Alberta authorized learning and teaching resources is strongly recommended. Further information on resources can be found on the Alberta Education website at education.alberta.ca/teachers.aspx.

English as a Second Language
English as a Second Language (ESL) courses must follow Alberta Education’s ESL program of studies. The courses are supported by a guide to implementation for teachers and an authorized resource list.

Resources
The accredited school may purchase resource materials from the Alberta Learning Resources Centre (LRC) at retail rates. Resources may be purchased online at lrc.education.gov.ab.ca/pro/default.html.

Annual Planning and Reporting Requirements Once a School Reaches Continuing Accreditation Status

Annual Education Plan
In the Continuing Accreditation Status, at the beginning of each school year, the Alberta accredited school will prepare and submit an Annual Education Plan as part of the annual accreditation process. The plan will include the following elements: school profile; educational philosophy; projected student demographics; the identification of challenges; and goals, outcomes, strategies, performance measures and targets.

Annual Education Results Report
At the end of each school year and in preparation for the onsite inspection, the Alberta accredited school will report annually on the actual enrollment in the Alberta accredited program, areas for improvement and on its results for each performance measure. Once every three years, an inspection team may conduct an in-depth evaluation of the school that will include an evaluation of education results.

The Annual Education Plan and the Annual Education Results Report may be prepared in one document, with updates provided when results are available.

Staff and Qualifications

Teaching Staff
The Alberta accredited school must employ teachers who:
• are credentialed teachers who are trained and certificated in Alberta; or
• are individuals who have teaching credentials recognized by the country in which the school is located, who have a minimum four-year teaching degree, and whose credentials are accepted by Alberta Education; and
• have a current teaching practice completed within the past 10 years according to the requirements outlined by Alberta Education; or
• have qualifications approved by Alberta Education.

More information about having teaching credentials verified is found at education.alberta.ca/teachers/certification.aspx.

Alberta Program Administrator
The Alberta accredited school must designate an Alberta program administrator or Alberta school principal who either holds a valid Alberta Teaching Certificate or qualifies for an Alberta Teaching Certificate. This person leads the implementation of the Alberta curriculum and, therefore, must have at least three years of teaching experience in Alberta and have prior Alberta educational administration experience or the equivalent.

The school must follow local standards and requirements in terms of security clearance and criminal checks of staff.

Student Records

Enrollment and Attendance Records
The Alberta accredited school shall keep records of student enrollment and attendance in a form acceptable to the Alberta Minister of Education.

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 Enrollment and Attendance of Students are available for purchase from the Alberta Learning Resources Centre at lrc.education.gov.ab.ca/pro/default.html.

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**Academic Record**

There is to be a student file kept for each student in the school. The record for each student includes, but is not limited to, the following:

- student’s name
- Alberta student number
- name of the student’s parent(s)
- student’s birth date
- student’s gender
- addresses and telephone numbers of the student and of the student’s parent(s)
- annual summary of student’s achievement
- student’s results obtained on provincially administered tests and on standardized tests used to place the student
- a record of the student’s attendance
- any individualized program plan, if required, specifically devised for a student.

For complete information about student records, refer to the Student Record Regulation in the current Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx.

An Alberta accredited school shall keep a student record containing the above information for at least seven years after the student ceases attending the school or until the record has been forwarded to another school. Student records are to be retained by the school and not forwarded to Alberta Education unless the school is closing and the student’s next school is unknown.

**Support Services**

Alberta Education may provide the following support services on a cost-recovery basis.

- Curriculum review/alignment: Alberta Education will review course content for alignment with the Alberta programs of study.
- Advice and assistance with the application process, and with the processes involved with attaining Preliminary Accreditation Status and Continuing Accreditation Status.
- Professional Development Networks.
- Access to the Alberta Education Student Records Help Desk.
- First level of contact: Out-of-Provence Schools Coordinator, Karen Slevinsky, School Accreditation and Disputes Resolution Branch, e-mail Karen.Slevinsky@gov.ab.ca, telephone +1–780–422–0126.
Appendix 1: Application for Alberta Education Accreditation of Out-of-Province Schools

DATE: ______________________

Note:
When completing this application, if certain items are not yet implemented, describe the school’s plans for implementation, including anticipated date for completion; e.g., clearly indicate this by stating, “It is planned …”

OUT-OF-PROVINCE SCHOOL GENERAL INFORMATION

School Name:

Address:

Telephone Number:
Fax Number:
E-mail Address:
Website:

Name and address of local, provincial/state and/or federal government(s) that hold authority over the school:

Principal’s Name:
Principal’s E-mail Address:

The school has been in existence and in continuous operation since (month/year) ____________________

Total Student Enrollment: ____________________

Percentage of all students that are:
National ________%
International ________%.

Percentage of students in Alberta accredited program that are:
National ________%
International ________%.

Grade of Students 1 2 3 4 5 6 7 8 9 10 11 12
School Student Enrollment

Projected Alberta Program Enrollment

Number of Alberta or Canadian certificated teachers for the Alberta accredited program: ______
Number of full-time teachers: ______
Number of part-time teachers: ______
**Government Relations**

Which level(s) of government(s) have authority over the school’s educational programs, teacher certification, facilities, etc? List appropriate names, titles and contact information. Describe the authority held by each level of government listed. Provide a letter from this authority to indicate approval of this school working with the Government of Alberta toward Alberta accreditation.

**School History**

Describe the school’s history and its future plans.
Facilities

Describe the school's facilities and attach photographs.

The school must warrant that it meets and shall continue to meet all applicable health, safety and building standards.

Educational Goals

Describe the school’s philosophy for educating students.

School Authority

(i.e., the society, corporation or other entity that owns and operates the school)

Describe the school authority structure (include an organization chart). What role does the school authority exercise in governance issues (e.g., policy development, staff employment, financial allocations, daily school operation)?
### School Administration

Describe the school's administrative structure (e.g., the roles and responsibilities and authority of the school’s principal, vice-principal(s), head teachers).

<table>
<thead>
<tr>
<th>To whom will the Alberta program administrator report?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What level of authority will be delegated to the program administrator of the Alberta accredited program (e.g., programming, staffing)?</td>
</tr>
</tbody>
</table>

### Finances

Does the school submit monthly financial reports and yearly financial statements to the school authority?

- [ ] Yes
- [ ] No

Are the school’s accounts audited by a company not connected with the school or school authority?

- [ ] Yes
- [ ] No

Provide a statement from the school’s auditing firm and/or other outside financial institution that verifies that the school has been, and is, in a sound financial position.
## Accreditation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>With which governments and organizations is the school presently accredited?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What type(s) of graduation certificate(s) do the school’s graduating students presently receive?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly explain why Alberta accreditation for the school is being pursued.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Has documented evidence of approval by local government to enter into a contract with Alberta Education to offer an Alberta accredited program been attached to the application?</td>
<td></td>
</tr>
<tr>
<td>□ Yes  □ No</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Alberta Education will not enter into individual contracts with schools until they provide evidence of approval by local governments.
Curriculum

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What percentage of the school’s current curriculum is presently taught in English?</td>
<td>____________</td>
</tr>
<tr>
<td>What subjects/courses are currently taught in English?</td>
<td></td>
</tr>
<tr>
<td>Does the school provide English as a Second Language (ESL) instruction?</td>
<td>If so, please describe the school’s ESL program.</td>
</tr>
<tr>
<td>Describe how the school intends to provide preliminary English instruction and to ensure students’ English proficiency level is sufficient to successfully enter and complete the Alberta accredited program.</td>
<td></td>
</tr>
<tr>
<td>State total instructional time available to a student in the school:</td>
<td>_______ hours/day _______ days/year</td>
</tr>
<tr>
<td>What time does the day generally start and what time does it generally end?</td>
<td></td>
</tr>
<tr>
<td>What month does school generally start and what month does it generally end?</td>
<td></td>
</tr>
<tr>
<td>Is school held Monday through Friday?</td>
<td></td>
</tr>
<tr>
<td>Describe how the school intends to provide the necessary learning resources and facilities (e.g., science laboratory) to accommodate the variety of teaching strategies/learning activities required to meet the learning outcomes of the Alberta curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum (continued)

<table>
<thead>
<tr>
<th>Describe how the school intends to provide the computer technology (hardware and software) and Internet connectivity required to meet the learning outcomes of the Alberta curriculum, and to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how provincial examination security will be maintained.</td>
</tr>
</tbody>
</table>

Transition Plans

| Describe the plans that the existing school has to transition from its country’s system of education to Alberta’s system of education. Review Appendix 2 of this Operational Handbook. Attach a written summary that describes how the school plans to meet each of the requirements listed in Appendix 2. |
Verification

I have read the enclosed summary of requirements for Alberta accreditation of schools, as well as the procedural steps, associated costs and electronic transfer requirements (Appendices 2 to 9 in this Operational Handbook). I believe that the school named in this application could meet the accreditation criteria established by Alberta Education, as stated in these appendices, within six months of receiving Preliminary Accreditation Status.

The responses provided on this application provide a true reflection and accurate information of our school.

__________________________________________  __________________________________________
Principal’s Signature  School Authority’s Signature *

__________________________________________  __________________________________________
Principal’s Name (Please Print)  School Authority’s Name and Position (Please Print)

__________________________________________
Signature of Official Representing the Alberta Government (if any)

__________________________________________
Official’s Name (Please Print)

Date: ________________________________

* Person who has legal authority to sign on behalf of the society, corporation or other entity that owns and operates the school.

Please return completed application with the application fee of $3500 (Canadian) in the form of a certified cheque or money order made payable to the Minister of Finance to:

Alberta Education
Learning Supports and Information Management Division
Executive Director, Program Delivery Sector
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Canada
Appendix 2: Requirements for Alberta Accreditation of Schools

An Alberta accredited school must do the following:

- Demonstrate it has operated in accordance with the laws of the country, province/state and city where the school is located, for a minimum of one year prior to the granting of Alberta accreditation. **Note:** Permission to use the Alberta programs of study during the first year of operation may be granted by the Alberta Minister of Education to schools seeking accreditation status.

- Receive written approval from the local education and/or government authority to offer courses and programs approved by the Alberta Minister of Education.

- Submit a completed application with the non-refundable fee by January 1.

- Teach the Alberta programs of study and other courses authorized by the Alberta Minister of Education, and meet the subject, time and learning outcome requirements with English or French as the language of instruction in all subjects available.

- Employ teachers who are either Alberta/Canadian prepared and certificated in Alberta/Canada or who have qualifications approved by the Alberta Minister of Education.

- Submit annually (usually in July/August) a list of all teachers and their certification status to Alberta Education.

- Employ an Alberta program administrator who either holds a valid Alberta teaching certificate or qualifies for an Alberta teaching certificate, and who has a minimum of three years of teaching experience in Alberta schools, and has prior Alberta educational administration experience or the equivalent. The Alberta program administrator is responsible for the school's Alberta program; i.e., administration, curriculum, supervision of certificated teaching staff, as well as student safety and achievement. The Alberta program administrator may also be the school principal but does not have to be.

- Meet Alberta Education’s requirements for Internet connectivity, computer hardware/software and printer capabilities to ensure efficient electronic transfer and printing of such items as student and teacher registration data and high school courses and marks. Alberta Education will inform the school of changes to requirements, which would apply in subsequent school years.

- Use the PASIprep system on the Alberta Extranet (phoenix.edc.gov.ab.ca/login/default.asp) for registering students for enrollment, testing, student transcript and Alberta High School Diploma purposes.

- Maintain student records.

- Make rules (policies) on access and enrollment in the school, attendance and discipline of students in accordance with local standards.

- Develop policy for: 1) teacher evaluation, and 2) evaluation of student progress.

- Abide by the applicable policies and guidance provided in the annually-updated Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx.

- Cover the full costs for onsite inspection, evaluations, monitoring and any additional inspections, as may be required.

- Cover the costs of annual (usually in September) accreditation licensing and testing fees.
Appendix 3: Evaluation of Students

Background
Alberta diploma examinations are meant to complement the ongoing evaluation of student achievement by teachers in Alberta accredited schools using the Alberta programs of study. Teachers should assess students in a variety of ways to maintain and further improve the quality of education provided to students.

Policy
Students learning the Alberta programs of study shall be assessed to assist in improving programs, establishing and maintaining standards, and improving student achievement.

Teachers
A teacher, while providing instruction or supervision for the Alberta program, must regularly evaluate students and periodically report the results of the evaluation to the students, the students’ parents and others, as required by the school.

Alberta Program Administrator or Alberta School Principal
The Alberta program administrator or Alberta school principal must:
- supervise the evaluation and advancement of students in Alberta programs
- ensure supervision, security and administration of provincial examinations, in accordance with Alberta Education’s standards and requirements.

Procedures
1. The primary responsibility for the continuing evaluation of student achievement lies with each Alberta accredited school and its teachers who are using Alberta programs of study.
2. Each Alberta accredited school using Alberta programs of study shall develop and implement a written student evaluation policy.
3. The student evaluation policy shall provide for:
   - accurate, fair and equitable student evaluation
   - the student’s right of appeal and procedures for appeal
   - the role of the student and the teacher in evaluations
   - the use of evaluation information for the improvement of the quality of educational programs
   - timely communication of evaluation information to students.
4. Alberta accredited schools using the Alberta programs of study shall report diploma examination results, and shall use these assessments to complement locally designed and administered student evaluation procedures to assess the quality and effectiveness of education provided to students.

References
Refer to the Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx for additional information.
Appendix 4: Elementary, Junior High and Senior High School Programming

For elementary, junior high and senior high school programming information, refer to the most current Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx.

Pay particular attention to the definition of instruction, access to instruction and hours of instruction for elementary, junior high and senior high school, as presented in the various sections of the Guide to Education. For example, instruction is defined as the process in which certificated teachers take responsibility for ensuring that learning activities for students are directed toward achieving learner outcomes of approved programs of study. Instruction may include:

- interaction with students, either face-to-face or using information and communication technology, for the purpose of teaching, assessing student achievement of outcomes and related activities, including tutorials, discussion groups and learning skill centres; and/or
- interaction with students who are engaged in learning using self-directed packages, independent study, computer-assisted learning and/or classroom learning; and/or
- supervision of presentations for and/or by students, workplace learning and other learning activities.

Diploma Examinations

Diploma examinations are course-specific examinations based on the Alberta programs of study. Students are required to write diploma examinations if they take the following courses: English 30-1 or 30-2, Social Studies 30-1 or 30-2, Mathematics 30-1 or 30-2, Biology 30, Chemistry 30, Physics 30, Science 30, French Language Arts 30-1, and Français 30-1 or 30-2. All students enrolled in diploma examination courses are to be registered for the examinations by their Alberta program administrator or Alberta school principal using the PASIprep system on the Alberta Extranet at phoenix.edc.gov.ab.ca/login/default.asp.

Eligibility to Write

- Students who are registered in Alberta accredited schools and have received instruction in a diploma examination course are permitted to write the diploma examination in that course at their school of registration or at a designated writing centre as determined by the Assessment Sector, Alberta Education.
- Students currently enrolled in a diploma examination course are required to write the diploma examination in that course before credits are awarded.
- Students who have been awarded credit previously for a course may register to write the diploma examination again. A student rewriting a diploma examination is required to pay a rewrite fee.

Reporting Student Achievement in Senior High School Subjects

Student marks are submitted to Alberta Education for grades 10 to 12 only. Marks must be in percentage form per course studied.

Alberta Education maintains an individual student record for each student in an Alberta accredited school. The record for a senior high school student is used to provide a complete and accurate reflection of the student’s senior high school achievement, including courses reported as a pass or fail.

Alberta Education records a course as completed, if a mark of 0% to 100% is awarded and reported. Student marks are submitted using PASIprep on the Alberta Extranet at phoenix.edc.gov.ab.ca/login/default.asp.

Diploma Examination Results Statement

Following each diploma examination period, each student who has written one or more diploma examinations receives a Diploma Examination Results Statement. The statement shows the current diploma examination mark, the most recent school-awarded mark and the final mark for each course.

For students who may have two or more diploma examination marks in the same course, the final mark for official transcript purposes will be the highest mark obtained within the current and previous two school years.

For more information on diploma examinations, see Appendix 5 and the Alberta Education website at education.alberta.ca/admin/testing/diplomaexams.aspx.
Awarding Course Credits
After each semester or school year, students shall be awarded credits by Alberta Education on the recommendation of the Alberta program administrator or Alberta school principal, subject to the following requirements:

- instruction is provided by qualified teachers holding valid teaching certificates from Canada or approved by the Alberta Minister of Education
- instructional time allocated to each subject meets minimum times specified by Alberta Education
- the content of each subject follows that outlined in the respective programs of study and/or course(s) approved by the Alberta Minister of Education
- student evaluation is carried out in accordance with policy developed by the school authority, and is consistent with Appendix 3
- school-awarded marks in diploma examination subjects and final marks in all other senior high school subjects are endorsed by the Alberta program administrator or Alberta school principal in accordance with school policy; school-awarded marks are submitted to Alberta Education at a time and in a manner determined by the Alberta Minister of Education.

Grade 12 Validation Statement
Alberta Education makes every attempt to confirm the accuracy of each student’s senior high school record by issuing a Student Record Validation Statement to each Grade 12 student. The statement shows the student’s complete senior high school achievement record, at the time of issuance, and lists all courses completed, passed or failed. This validation statement is produced from the Alberta Education student record and is mailed to the Alberta accredited school for the student’s review and validation.

Alberta High School Diploma
The requirements for earning an Alberta High School Diploma are listed in the current Guide to Education at education.alberta.ca/admin/resources/guidetoed.aspx. Students who complete the requirements for an Alberta High School Diploma by August of a given year will receive their diploma in October. The Alberta High School Diplomas will be mailed to the Alberta accredited school for distribution to the students who have earned them.
Appendix 5: Resources for Teachers and Administrators Using the Alberta Programs of Study, Accompanying Provincial Achievement Tests and Diploma Examinations

Note: Hard copies of the following examination resources will be couriered via DHL EXPRESS directly to Alberta accredited schools that have students writing diploma examinations.

Achievement Tests

1. **Achievement General Information Bulletin.** This bulletin outlines the key features of the Achievement Testing Program and lists the specific directives issued under the authority of the Student Evaluation Regulation, Alberta Regulation 177/2003. The information provided is intended primarily to assist school authorities, school administrators and classroom teachers in implementing the program in their schools.

2. **The Information Bulletins.** Information bulletins are produced in all Grade 12 diploma examination subjects. The purpose of the information bulletins is to provide students and teachers with information about the diploma examinations. The contents (particularly the sample questions, writing assignments and scoring criteria) can be shared with students.

3. **Projects for the Mathematics 30-1 Course.** Alberta Education produces two projects annually for Mathematics 30-1. Teachers may use these projects as part of the assessment of their students.

4. **The Guides for Students.** Members of Alberta Education’s Assessment Sector have prepared these guides. These individuals develop the examinations and have first-hand experience assessing thousands of examinations written by senior high school students each year. The purpose of the guides is to provide students with information that will increase the likelihood of their success in the examinations.

5. **Examples of the Standards for Students’ Writing.** The written responses are examples of diploma examination writings. These example responses are taken from the diploma examinations. Along with the commentaries that accompany them, they should help teachers and students to understand the standards for diploma examination writing in relation to the scoring criteria.

6. **Data Booklets.** Data booklets contain numerical and scientific data required for Chemistry 30 and Science 30 Diploma Examinations.

7. **Released Items.** Documents with examination managers’ commentary for each examination.

8. **Previous Diploma Examinations and Answer Keys.** Past diploma examinations and answer keys for the mathematics and science diploma subjects.

9. **Assessment Highlights.** Information for teachers about the diploma examinations.

10. **Teacher Resource Materials.** Documents that highlight all teacher resource/support materials provided by the Assessment Sector.

Subject Bulletins are produced in the following subjects for grades 3, 6 and 9:

- Grade 3
  - English Language Arts
  - Mathematics
- Grade 6
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
- Grade 9
  - English Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Knowledge and Employability

Diploma Examinations

1. **The Diploma Examinations General Information Bulletin.** This bulletin contains information on examination schedules; significant dates in the school year; policies and procedures on such things as security of examinations, registration of students, administration procedures, and forms and samples.
# Appendix 6: Fee Schedule (In Canadian Funds)

| ALBERTA ACCREDITATION OF OUT-OF-PROVINCE SCHOOLS  
| SUMMARY OF FEE SCHEDULE (IN CANADIAN FUNDS) |
|---|---|---|
| Fee | Time of Payment | Amount |
| **Initial Application Fee**  
An initial and non-refundable application fee will be charged to out-of-province schools interested in obtaining Alberta accreditation. | With the application | $3500 non-refundable |
| **Onsite Inspection Fee**  
(to determine if Preliminary Accreditation Status can be granted) | Prior to onsite visit at the school | $600/person/day + expenses for travel and subsistence  
(These expenses will vary depending on airfare and accommodation costs.) |
| **Curriculum Licensing Fee**  
Individual out-of-province schools with a signed agreement to offer the Alberta Education programs of study will be assessed a licensing fee.  
The national or state Ministry of Education will be assessed an annual licensing fee for the use of Alberta Education’s Kindergarten to Grade 12 programs of study. | Upon granting of Preliminary Accreditation Status and yearly thereafter | $7500/site/annum (individual schools) |
| **Onsite Inspection Fee**  
(to determine if Accreditation can be granted) | At end of the Preliminary Accreditation Status year | $600/person/day + expenses for travel and subsistence  
(This cost will be incurred at the end of each accreditation status period.) |

## Provincial Testing Program Fee Schedule
Individual schools will be assessed the following costs for the administration of the provincial achievement tests and the diploma examinations.

| Achievement Tests (Grades 3, 6 and 9) – OPTIONAL |
|---|---|---|
| Cost for tests, including shipping and receiving materials | At time of test | $50/test/student |
| Cost for analysis and reports per subject (optional) | At time of test | $1000/subject |

| Diploma Examinations |
|---|---|---|
| Cost for examinations, including shipping, receiving and marking materials | At time of examination | $50/examination/student |
| Cost for analysis and reports per subject (optional) | At time of examination | $1000/subject |
| **Cost for invigilation**  
In the first year of offering the examinations, there will be an onsite visit to the school to ensure security and acceptable conditions under which the examinations are administered. Cost of Alberta Education staff member time and all costs associated with travel and subsistence are borne by the school. | In the first year of diploma examinations | $600/person/day + expenses for travel and subsistence  
(These expenses will vary depending on airfare and accommodation costs.) |
| **Official High School Transcript** | | $10/transcript |
| **Alberta Education Staff Costs**  
Individual schools will be assessed staff costs at a base rate, and the school will be responsible for all expenses incurred by Alberta Education staff to conduct their business. | When utilized for curriculum implementation assistance, curriculum gap analysis, etc. | $600/person/day |
Appendix 7: Hardware and Software Requirements

The minimum desktop hardware and software requirements to run PASIprep are:

- Browser: Internet Explorer 7.0+
- Operating System: XP SP3 or Windows 7
- RAM: 1GB (2GB for larger authorities)
- Video RAM: 64MB minimum
- 1024 x 768 screen resolution
- Microsoft Silverlight 3 installed.
Appendix 8: Teacher Growth, Supervision and Evaluation Policy (For Teachers Interested in Accreditation within Alberta)

Teacher Growth, Supervision and Evaluation

Updated: December 2008

Background

The Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher’s actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher’s career-long professional growth.

Policy

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

Definitions

In this Policy,

(a) “ECS operator” means a board or person approved under section 30 of the School Act to provide an early childhood services program;

(b) “evaluation” means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;

(c) “notice of remediation” means the written statement issued by a principal to a teacher where the principal has determined that a teacher’s teaching does not meet the teaching quality standard, and such a statement describes:

(i) the behaviours or practices that do not meet the teaching quality standard and the changes required,

(ii) the remediation strategies the teacher is advised to pursue, and

(iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher’s contract of employment;

(d) “Policy” means this Teacher Growth, Supervision and Evaluation Policy approved by the Minister;

(e) “policy” means the policy implemented by a school authority or ECS operator under Procedure 1.

(f) “principal” means

(i) a principal as defined in the School Act,

(ii) a superintendent or designee in respect to fulfilling obligations under section 113 of the School Act, or for purposes of making recommendations under the Certification of Teachers Regulation, or

(iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) “school authority” means a school board, a person or society that operates a charter school or an accredited private school;

Statute

School Act

s. 18 Teachers
s. 20 Principals
s. 22 School council
s. 28(2) Private schools
s. 30(1)(2) Early childhood services program
s. 39(3) Teacher evaluation
s. 93 Qualifications re supervisory position
s. 94 Certification of teachers
s. 105 Suspension of teacher
s. 106 Termination of contract
s. 107 Termination by board
s. 108 Termination by teacher
s. 109 Notice of termination
s. 113(4) Superintendent of schools

Regulations

The Certification of Teachers Regulation, the Practice Review of Teachers Regulation, the Private Schools Regulation, and the Teaching Quality Standard (Ministerial Order 016/97) must be referred to in conjunction with this Policy.
(h) “supervision” means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the School Act and exercises educational leadership;

(i) “teacher” means

(i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the School Act.

(j) “teacher professional growth” means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;

(k) “teaching quality standard” means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

Procedures

General

1. Each school authority and ECS operator shall implement a policy consistent with this Policy that:

(a) applies to all teachers unless otherwise stipulated in this Policy,

(b) provides a review mechanism,

(c) is consistent with the teaching quality standard,

(d) is readily available to the public, and

(e) details when and how often information summarizing implementation of the policy will be reported to the public.

2. The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Teacher Growth

3. A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the School Act if required by the policy of the school authority or ECS operator, is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4. An annual teacher professional growth plan:

(a) may be a component of a long-term, multi-year plan; and

(b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

5. At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6. If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8. Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

9. A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

(a) providing support and guidance to teachers;

(b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and

(c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
Evaluation
10.(1) The evaluation of a teacher by a principal may be conducted:
   (a) upon the written request of the teacher;
   (b) for purposes of gathering information related to a specific employment decision;
   (c) for purposes of assessing the growth of the teacher in specific areas of practice,
   (d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

(2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

11. On initiating an evaluation, the principal must communicate explicitly to the teacher:
   (a) the reasons for and purposes of the evaluation;
   (b) the process, criteria and standards to be used;
   (c) the timelines to be applied; and
   (d) the possible outcomes of the evaluation.

12. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

13. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other
14. This Policy does not restrict:
   (a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or
   (b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the School Act.

15. Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.
Appendix 9: Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Approved: May 14, 1997

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 analyse 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;

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.

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.

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.

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<th>Student variables</th>
<th>RegulatoryVariables</th>
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<td>• demographic variables, e.g. age, gender</td>
<td>• Government Organization Act</td>
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<td>• maturation</td>
<td>• School Act and provincial regulations, policies and Ministerial Orders</td>
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<td>• abilities and talents</td>
<td>• Child Welfare Act</td>
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<td>• relationships among students</td>
<td>• Canadian Charter of Rights and Freedoms</td>
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<td>• subject area of study</td>
<td>• school authority policies</td>
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<td>• prior learning</td>
<td>• Guide to Education: ECS to Grade 12</td>
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<td>• socio-economic status</td>
<td>• programs of study</td>
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<td>• cultural background</td>
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<td>• linguistic variables</td>
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<td>• mental and emotional states and conditions</td>
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<th>School variables</th>
<th>Parent and Societal Variables</th>
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<td>• resource availability and allocation</td>
<td>• parental support</td>
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<td>• teaching assignment</td>
<td>• parental involvement in children’s learning</td>
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<td>• class size and composition</td>
<td>• socio-economic variables</td>
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<td>• collegial and administrator support</td>
<td>• community support for education</td>
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<td>• physical plant</td>
<td>• multiculturalism</td>
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<td>• cultural pluralism</td>
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<td>• inter-agency collaboration</td>
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<td>• provincial, national and global influences</td>
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<th>Teacher Variables</th>
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<td>• teaching experience</td>
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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.

h) 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.

i) 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.