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# Framework for Alternative Programs



learning | as unique | as every student



Calgary Board  
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## Introduction

The *Framework for Alternative Programs* is intended to:

- create common understandings of all alternative programs
- provide the values and policies that govern alternative programs in public education
- develop a collaborative and systemic approach to a wide variety of decisions related to all alternative programs
- assist superintendents, directors and principals with making congruent program decisions related to alternative programs
- present operational processes and procedures to: propose; implement; sustain; expand; or close an alternative program, representing the 5 possible stages of an alternative program's lifecycle

## Background

The Calgary Board of Education (CBE), as the *dynamic learning community of choice*, values the contributions of parents in making decisions that will best suit the learning needs of their children. The Province of Alberta *School Act* was revised in 2000 to include parental choice. The CBE responded by engaging the public in programming choice conversations and subsequently offering an array of alternative programs.

Prior to 2000 the CBE provided programs of choice that included<sup>1</sup>

- Alternative programs as defined by Alberta Education: French Immersion, Mandarin Bilingual, Plains Indians Cultural Survival School, Montessori, International Baccalaureate and Advanced Placement
- Alternative program schools: Alberta Ballet School of Dance, Creative Arts Centre, Louise Dean School, Alternative High School, Home Education, Workplace School, Belfast Fine Arts/Technology Centre
- Unique special education settings: Christine Meikle, Dr. Gordon Townsend, Dr. Oakley School, Emily Follensbee School, Salvation Army Children's Village, William Roper Hull School, Wood's Home
- A unique special education program: GATE
- A unique service: HERA Program

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<sup>1</sup> CBE Board of Trustee Report, May 16, 2000. *Report on Alternative Programs of Choice*  
Framework for Alternative Programs, 2016

In subsequent years, additional programs were approved by the Board of Trustees<sup>2</sup>. Definitions and descriptions of a program of choice, an alternative program, a program supported by an external agency, a unique program or setting and an alternative school became blurred and interchangeable over time.

To clarify the categories of educational programs within the Calgary Board of Education a *Classification Framework for CBE Programming Opportunities* was presented to the Board of Trustees on June 15, 2010. Education programs within the CBE are described in a matrix using the *School Act (2000)* as a basis for classification. Characteristics of the alternative programs defined under this classification are shown in Appendix I.

In January 2012, a *Framework for French and International Languages* was approved by Superintendents. The intent of the framework was to provide a common understanding for the Calgary Board of Education around all language programs. The framework describes elements of successful language programs based on best practice. In addition, it provides a clear process of shared leadership and communication that requires a systemic and flexible approach to making decisions related to alternative language programs. This process, defined in the *Framework for French and International Languages*, has helped the CBE to successfully navigate through new alternative program requests, concerns regarding staffing, desire for expansion, and the need for closure in various language programs.

A *Framework for Alternative Programs* has the same intent as the languages framework. Superintendents' Team discussed the development of this framework in January 2013 and determined that ALL alternative programs (including languages) should be viewed through the lens of public, board and Alberta Education values. Having one framework guided by common values is intended to remove the lines between language and non-language alternative programs where possible.

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<sup>2</sup> CBE Board of Trustee Report, June 1, 2004. *Status Report on Alternative Programs*  
Framework for Alternative Programs, 2016

## Values

All programming in the Calgary Board of Education reflects the following values.

- Students come first
- Learning is our central purpose
- Public education serves the common good

A 2012 public engagement regarding transportation fees, including decisions made with regard to transportation for alternative programs, was guided by Alberta Education's values for public education.

- Opportunity - learners are exposed to rich learning experiences that enable them to discover their passions and achieve their highest potential.
- Fairness – learners have access to the programs, support services, and instructional excellence needed to achieve the desired outcomes.
- Citizenship – learners have pride in their community and culture. They have a sense of belonging and work to improve both the community and the world.
- Choice – learners have a choice of both programs and methods of learning.
- Diversity – learners' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.
- Excellence – learners, teachers, and governors achieve high standards

Supplementary to the above are guiding principles for student accommodation which direct the geographic placement of alternative programs and students into designated schools: where possible,

- provide program continuity
- minimize disruptions for students
- keep cohort groups of students together
- allow students to attend school as close to home as possible
- provide long term sustainability
- use space and resources effectively
- provide equitable access for all students to quality learning environments and choice of programs

These values and guidelines may compete and conflict when used as a filter for decision making at any point in the alternative programs process. For example, the

expansion of an alternative program may have the unintended or planned effect of closing a regular program. Choice is thus expanded for those seeking the alternative program, and reduced for students who may no longer have a school in the community with a regular program. A process for robust discussion and review is essential, using values as a filter, when making decisions in regard to alternative programs.

“Because policy problems are value-based and not technical, they are seldom solved in any permanent sense. At best they are resolved for some period of time. Most important policy problems emerge again and again. How long a specific policy solution lasts is influenced by many factors, not least of which is how well all of the values represented in the most recent configuration of the problem were satisfied.” (Boyle, 2012)

## Calgary Board of Education Alternative Programs

The Calgary Board of Education currently offers the following alternative programs (Appendix I):

- Alice Jamieson Girls’ Academy
- All-Boys School
- Arts-Centred Learning
- 
- Chinese (Mandarin) Bilingual
- French Immersion
- German Bilingual
- Medicine Wheel Kindergarten
- Montessori
- Piitoayis Family School
- Science
- Spanish Bilingual
- Traditional Learning Centre

For additional information, access the Calgary Board of Education website at <http://cbe.ab.ca/programs/program-options/Pages/default.aspx>

## Guiding Definitions

The *School Act (2000)* Section 21 states:

- (1) In this section, “alternative program” means an education program offered by a board that
  - (a) emphasizes a particular language, culture, religion or subject-matter, or
  - (b) uses a particular teaching philosophy, but that is not a special education program, a program referred to in section 10 or a program of religious education offered by a separate school board.
- (2) If a board determines that there is sufficient demand for a particular alternative program, the board may offer that program to those students whose parents enroll them in the program.
- (3) A board that offers an alternative program shall continue to offer the regular education program to those students whose parents do not enroll them in the alternative program.
- (4) If a parent enrolls a student in an alternative program, the board may charge that parent fees for the purpose of defraying all or a portion of any non-instructional costs that
  - (a) may be incurred by the board in offering the alternative program, and
  - (b) are in addition to the costs incurred by the board in providing education its regular education program.

The Calgary Board of Education Policy: *Operational Expectation 10* (OE 10) - Instructional Program defines instruction for all programs, with the exception of policy 10.8 which applies exclusively to alternative programs and states:

The Chief Superintendent will

10.8 Ensure that no program emphasizes a particular religion, notwithstanding the School Act definition of alternative programs.

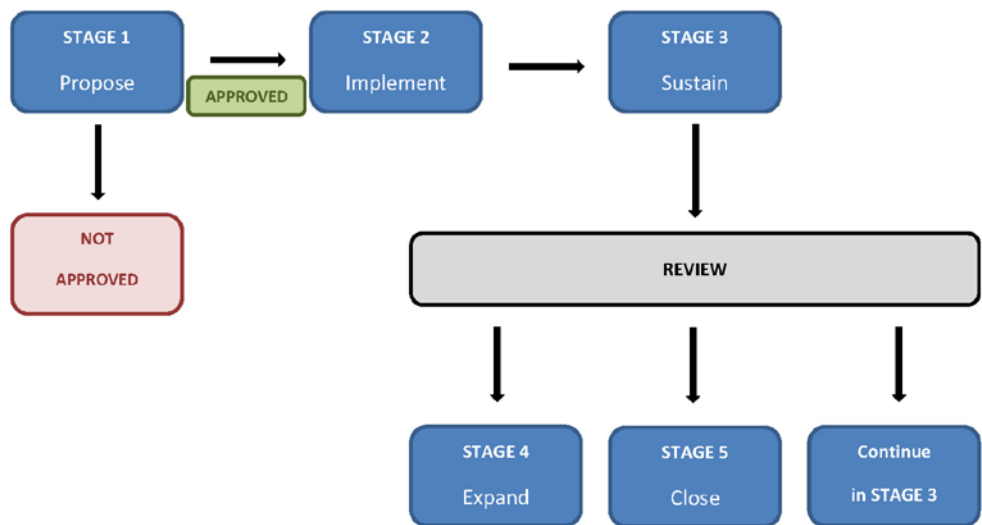
0.9 Ensure that reasonable expectations and guidelines are established and clearly communicated to students, parents and guardians in regard to fees.



## Five Stages of Alternative Program Development

Every alternative program, existing or future, may pass through any of 5 stages delineated in Diagram 1. Guidelines for preparing and evaluating an alternative program proposal (Appendix II) need to be applied to either an internally or externally generated proposal. Once a decision has been made and communicated, guidelines and responsibilities for implementation must be in place. Following implementation, ensuring that a new program has the necessary supports to be sustained is critical to long term success. Like any school, an alternative program must be reviewed on a regular basis, resulting in feedback for improvement and the possibility of either expansion or closure. Such decisions are filtered through the lens of parental and student demand, and both district and provincial values as previously described.

Diagram 1 Five Stages Model



## Essential Elements for Success

The Calgary Board of Education monitoring and evaluation process (2009-2012) and experience and research into alternative programs suggests the following are foundational to success for all alternative programs:

*System Leadership* is required to:

- develop and interpret policy and guidelines for alternative programs
- communicate provincial and district vision and values
- ensure responsibility for alternative program integrity, monitoring and systemic congruence
- engage with community groups to consider:
  - viability of new alternative programs requests
  - potential closures
  - expansion requests
  - requests for provision of research or support
- advise and assist administrators by:
  - identifying relevant research and resources
  - providing program-related expertise and professional development
  - developing HR strategies to ensure placement and availability of staff and administration appropriate to the program
  - enabling transportation services
  - liaising with local, national and international research institutions and agencies
- determine appropriate program locations, in support of the continuity of student learning
- keep trustees informed
- align budget priorities to enable implementation and expansion as needed
- gather and lead cross-functional teams as needed
- communicate available choices to the public

*School Based Administration*

- understands the unique nature of programming for additional languages, culture, subject matter or teaching philosophy
- has knowledge and experience with current practice in additional language, culture, subject matter or teaching philosophy
- understands the *Framework For Alternative Programs*

- values and advocates for the integrity of the alternative program and alternative programs in general
- understands and follows procedures for application, lottery and other policies specific to alternative programs
- has a clear vision of the intended outcomes of the alternative program
- in order to articulate and enact the vision with: parents, staff, student, colleagues and other educators, as needed.

*Teachers*

- demonstrate philosophical alignment with the program and competency to deliver instruction specifically for the alternative program (eg. language of instruction, Montessori training)
- understand and engage in the practice of personalized learning: know the learner and respond to the learner's needs through the lens of the program
- commit to participate in professional development specific to the alternative program, as well as professional development common to the school or district
- meet other program specific requirements as necessary

*Cross-functional teams*

The success of alternative programs depends on the CBE facilitating a process of collective and collaborative practice. This requires bringing together flexible, cross-functional groupings of stakeholders as appropriate to the issue. Depending on need, these groups may be constituted and come together either regularly or on an ad hoc basis to provide responsive support. Final decisions may be made by Superintendents' Team and communicated to the Calgary Education Board of Trustees. Such cross-functional teams may include, but are not limited to, participation as relevant by:

- Communications
- HR
- Learning Innovation/Support
- Global Learning
- Planning and Transportation
- Finance
- Parents or Parent Councils/ related support groups
- Students
- School Administrators
- Area Directors
- School Staff
- IT
- Architectural and Engineering Services
- Central Facility Services

## Considerations in the provisions of alternative programs

### *General*

Key considerations in the provisions of alternative programs include but are not limited to:

- a jurisdiction that is committed to high quality programs, within which are specific alternative programs
- a philosophy and/or focus of interest that is motivational to a particular individual
- consistent program content and delivery classroom to classroom and year to year within that philosophy or focus of interest
- commitment by parents to a program of choice in keeping with their values, wishes, and/or knowledge about their child
- teaching staff that is committed to the unique philosophy or focus of interest and other characteristics of the alternative program
- peers who are likely to have the same interests and motivations in the classroom, focused around the specific choice (i.e. an arts orientation)

Alternative programs within the Calgary Board of Education are distinguished from other programs of choice in that the educational approach affects the child's entire school experience (e.g. French Immersion, Traditional Learning Centre).

Alternative programs are designed to be long-term and sustainable within the context of available human, physical and material resources. This context determines whether an alternative program is offered in a single, dual or multi-track school.

By Superintendents' Team decision, both language and non-language programs, will in general be treated as equal entities, where possible and relevant to the issue. Where this assumption cannot be acted upon for any reason, it will be acknowledged and every effort will be made to correct the discrepancy over time.

Providing alternative programs creates challenges within public education. Inevitably individual and corporate values come into conflict based on the context of a specific decision (Alternative Program Handbook, 2010). As approved by Superintendents' Team (January, 2013), collaborative decision making with regard to these challenges has as its filter the Alberta Education values of opportunity, fairness, citizenship, choice, diversity and excellence.

When dealing with values conflict, ethical decision points (Davis, 2012) are a way of requiring examination of decisions using values in a continuous loop:

- Inquiry – discovery and discussion of core organizational values as they relate to alternative programs
- Analysis – review of current alternative program policies and practices in relation to core organization values
- Articulation – explicit expression of alignment and gaps between values and practices as they relate to alternative programs
- Action – tactical plans to close identified alignment gaps

### *Processes*

Processes are found in Appendix II. These processes are to be reviewed and adjusted on a regular basis. Any changes will be reflected on the Calgary Board of Education website. Included are:

- Stage 1: proposing a new alternative program
- Stage 2: implementing approved programs
- Stage 3: sustaining an existing alternative program
- Stage 4: expanding an existing alternative program
- Stage 5: closing an existing alternative program (if an entire school is being closed, provincial regulations apply)
- Stage 6: student registration and transfer

The process for registration, including when demand exceeds capacity and a lottery must occur, can be found on individual Alternative Program pages and the relevant registration Administrative Regulation (AR 6090 - currently being updated).

Such information should be made easily available for parents/guardians by being attached to each school's website along with all other relevant program descriptors, forms and documents.

Registration processes specific to each alternative program are described in Appendix I, subject to regular review and updating.

### *Staffing/Development*

Appropriately trained and philosophically aligned school leadership are required for a successful alternative program. The goal would be that either the principal or assistant principal have the appropriate skill set. At minimum, there must be a Learning Leader in place with this capability. New or expanded programs must start up with staff who are familiar with the students and/or program.

Professional development/coaching is supported at all stages of alternative program development to build capacity for both existing leaders/teachers and to ensure of sufficiently trained and interested leaders and teachers are available going forward. Leaders of specific programs meet on an ongoing basis and come together across system programs for common work. Teachers in the same alternative program will have access to common professional development opportunities.

## Conclusion



All alternative programs need to be first approved and then function using a transparent set of values for public education and an ethically-based decision making process. System leadership must ensure that these values are applied on a consistent and ongoing basis at the district level, and principals must do the same at the school level. Review and renewal are ongoing, as they are for every Calgary Board of Education school. Ownership of alternative programs is a shared responsibility throughout the system, in the service of student learning and parental/student choice. A commitment to systemic integrity of alternative programs is necessary.

## APPENDIX I: Alternative Programs (2015)

Descriptions for each program are available on the individual program pages or can be accessed using the links below. These descriptions, titled “*Is The \_\_\_\_\_ Program the Right Choice for My Child?*”, provide key information regarding unique features of the program.

[Aboriginal Focus Program](#)

[All Boys Program](#)

[All Girls Program](#)

[Arts-Centred Learning Program](#)

[Canadian Studies Program](#)

[Chinese \(Mandarin\) Bilingual Program](#)

[Early French Immersion Program](#)

[German Bilingual Program](#)

[Late French Immersion Program](#)

[Montessori Program](#)

[Traditional Learning Centre Program](#)

[Science Program](#)

[Spanish Bilingual Program](#)

Registration for Alternative Programs opens the second week of January.

For students new to the CBE families are required to submit:

- CBE Registration Form
- Signed *Parent Acknowledgement of Understanding* (this includes information regarding transportation)

For existing CBE students, families are required to submit:

- Signed Transfer Form
- Signed *Parent Acknowledgement of Understanding* (this includes information regarding transportation)

Please note, some programs have specific entry points (Language Programs and Montessori). See the individual program website for further information. Grade levels offered for individual programs may vary across school sites, where more than one site exists. Please check school websites for current program-specific grade configurations.

## APPENDIX II: Processes

The decision-making process for alternative programs is additionally informed by a combination of variables unique to alternative programs in general and to the specific program under discussion.

### 1. Alternative Program Proposal

A process for proposing an alternative program is regulated by Administrative Regulation 3044 – Alternative Program Process<sup>3</sup>. Any group interested in proposing a new alternative program within the Calgary Board of Education is required to use the template found on the CBE website.

Please see the following flow chart for details regarding the proposal process and associated timelines:

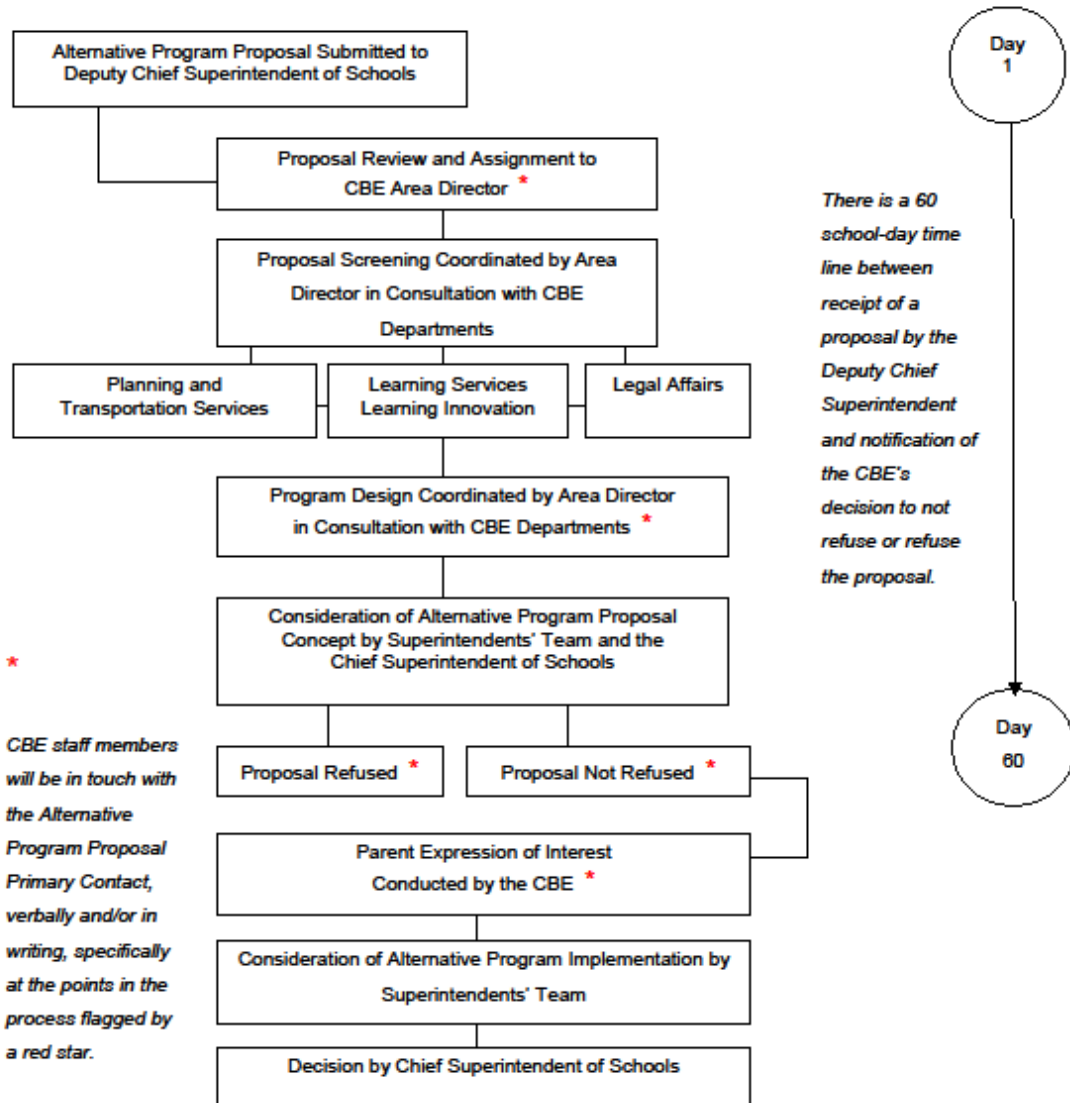
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<sup>3</sup> Available : <http://www.cbe.ab.ca/GovernancePolicies/AR3044.pdf>



## PROCESS DIAGRAM

### Alternative Program Proposal



## 2. Implementation

All student accommodation is governed by Operational Expectation 10 - *Instructional Program* (currently under revision); any implementation process must in general follow this regulation. The Student Accommodation Planning Process (SAPP) includes the following steps which occur in an order appropriate to the project:

- Identification of student accommodation needs
- Development of accommodation plans
- Engaging stakeholders and collecting feedback
- Consideration of feedback
- Discussion, recommendation and approval where necessary
- Communication and Implementation

Implementation of any new program is contingent on the continued availability of a dedicated line in the capital budget for implementation (and ongoing grade expansion) of the program, as well as funding for any moves resultant from the implementation. Implementation plans should be devised by a cross-functional team constituted for the purpose, guided by the values and ethical decision making model previously described. Variables that could be considered by the cross-functional team as they create an implementation plan include:

- What constitutes a sufficient number of students to approve a program and provide some likelihood of sustainability?
- Once a site is designated, are there still enough interested students for a robust program to develop over a reasonable period of time?
- Is the resultant school configuration appropriate for the programs and grades affected: single-track, dual-track, multi-track and what grade configurations?
- What will be the length of the program, and where are the transition points?
- What are appropriate points of entry?
- What will be the method of transportation to the site, how does that align with current practice, and will students be able to access the program in sufficient numbers?
- Have the impacts on the receiving school/previous school and surrounding community been appropriately attended to?
- What are the available/relevant Alberta Programs of Study, guides to implementation, curricular and assessment materials and have they been incorporated into the plan?

- What supports are available from Alberta Education and local, national and international agencies?
- Is there a need to develop curricular materials and evaluate resources and if so, is there systemic capacity?
- Are the appropriate funds available through the capital and other budgets for start-up and sustainable funding?
- Is there appropriate school based leadership on-site, or available for placement?
- Where programs expand or move, will current staff have priority assignment to new positions?
- What strategies are necessary to ensure qualified teachers are available for start-up and to ensure long-term sustainability?
- Is there an ability to provide appropriate administrative and student supports?

Once the relevant factors above have been resolved, and a site is designated, the mechanics of implementation need to be attended to by the principals involved in consultation with area directors, Planning, Transportation and Environmental Services and others from the cross-functional team as needed.

### 3. Sustaining an existing program

Sustainability of an alternative program is regulated by Administrative Regulation 1090: *Student Accommodation Planning Process*. The department of Planning, Transportation & Environmental Services, in collaboration with area directors, ensures appropriate student accommodation for all CBE programs including alternative programs. Location and availability of space into the future is determined based on demand and current available resources. Program Moves and Expansion funding is allocated over a 1-3 year period, to ensure that planned expansion, by grade or horizontally, is funded beyond what per-student allocations would normally be expected to cover.

Monitoring is an intrinsic part of the alternative program cycle, and the planning cycle for all CBE programs. Monitoring includes regular internal and external (outside the school) evaluation of progress towards desired systemic and student outcomes, similar to any CBE school. The result of such monitoring for an alternative program in particular, could be a decision to:

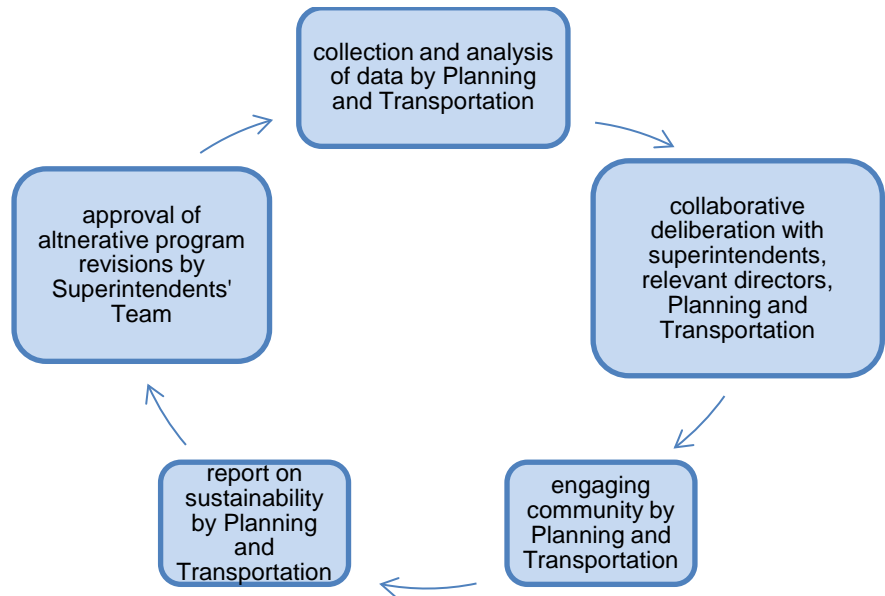
- Maintain the program as is

- Modify based on experience or new knowledge and plans for future school development, as is the normal teaching/learning adjustment cycle
- Expand the program to meet growing need, if human, capital and physical resources are available
- Close the program if there is either insufficient demand to provide robust programming, or other factors that advise closure

The sustainability planning process is an iterative adjustment cycle.

Diagram 2: Annual Accommodation Sustainability Planning

In alignment with the Three Year Student System Accommodation Plan and in consultation with education directors, the following cycle would apply.



#### 4. Expanding an existing program

Over time, there may be parental/student desire to have programs in new locations, or a demand for programs that significantly exceeds the available space in existing sites. At that time, superintendents, in consultation with education directors and planning, would make a decision as to the desirability and feasibility of expansion.

Factors to consider would be similar to those related to implementation, in that the program mandate itself is not up for discussion at this point. Should an expansion be approved in principle, the following steps would ensue:

- Engage with principals who have school communities that might be affected by expansion
- Inform Trustees as appropriate
- Engage with parents/ students at a level aligned with the available choices
- Consult with superintendents for a final decision, as required
- Designate a new site and year for implementation
- Resolve boundary, sibling, staging by year and transportation issues as appropriate to the situation
- Communicate to staff, students and parents when appropriate as decisions are made
- Develop appropriate transition plans, considering the same factors as for implementation
- Resolve staffing issues specific to the project; many of which are the same as implementation:
  - When an entire program moves, staff associated with the program move with the students.
  - When only part of a program moves, certificated and support staff movement must be negotiated between HR, the area director and the principals involved, in accordance with the relevant collective agreements.
  - Ensure that administration in the new site are aligned with the program goals, and some staff with program experience are assigned to the new site where possible
  - Allow funds for staff development in the Program Moves and Expansion allocation, as well as 3 months of a Learning Leader before start-up, where appropriate

## 5. Closing an Existing Program

The regulatory process for closure is the same as that for any school in the province (Alberta Education Act, 2013, section 62). This process may be subject to new regulations once the new Education Act is proclaimed and regulations written. Moves that are re-locations, leaving the same grades in a school, regardless of program, are not considered closures under the *School Act* (2000).

Initial approval of an alternative program by the Board of Trustees is based on relevant data collected at the time of approval. The city of Calgary is large and dynamic, with constantly changing demographics. Where initially there was sufficient critical mass to sustain a program, in subsequent years this may no longer be a reality either in part or as a whole. Similarly, a program may be sustainable in one location, but not in another. In such cases, based on current data, the Calgary Board of Education will use a collaborative planning process to make decisions with regard to the discontinuation of some or all of a program. An example is the closure of the German Bilingual program for 2013 at grades 7 to 9 due to insufficient enrolment.

Depending on the nature of the closure, and under the direction of Planning and Transportation and the area director, a cross-functional team would deal with various implications resultant from a decision to close. Actions would include, but may not be limited to:

- Consultation with all affected parent/student groups and the community at large who might be affected
- Provision of appropriate, facilitated transition plans for all affected students
- Disposition and transfer/ retention of physical/material resources
- Resolution of staffing issues arising from the closure
- Disposition or transfer of monies specifically attributed to the program

Should the program closure result in a school closure, all the appropriate guidelines for this process would be triggered, under the leadership of the area director and the director of Planning and Transportation.

## 6. Student Registration and Transfer Process

Alternative programs require a registration process that includes, but is not limited to, the *Student Registration Form* (for students new to the CBE) and the *Transfer Form* (for existing CBE students). Registration and transfer procedures are guided by the relevant Administrative Regulations which are currently under review.

For alternative programs

- registration begins in the second week of January
  - should any school site be oversubscribed by the last day in February, this will trigger a lottery
  - as long as space exists, students may register until 4:00pm on the last business day prior to the first day of school for students

For more information regarding the lottery process please visit the CBE website at: <http://cbe.ab.ca/registration/registration/Pages/Lottery-Information-for-Parents.aspx>

## Appendix III: CBE Lottery Process

### Definitions:

**Sibling** – is a brother/sister (half or step, not cousins) designated to, and who will be attending the same school at the same time; concurrently.

**Note:** If a principal is unsure as to whether a student qualifies as a sibling by relationship, they are to consult with the Area Director.

**Concurrent** – occurring or existing simultaneously

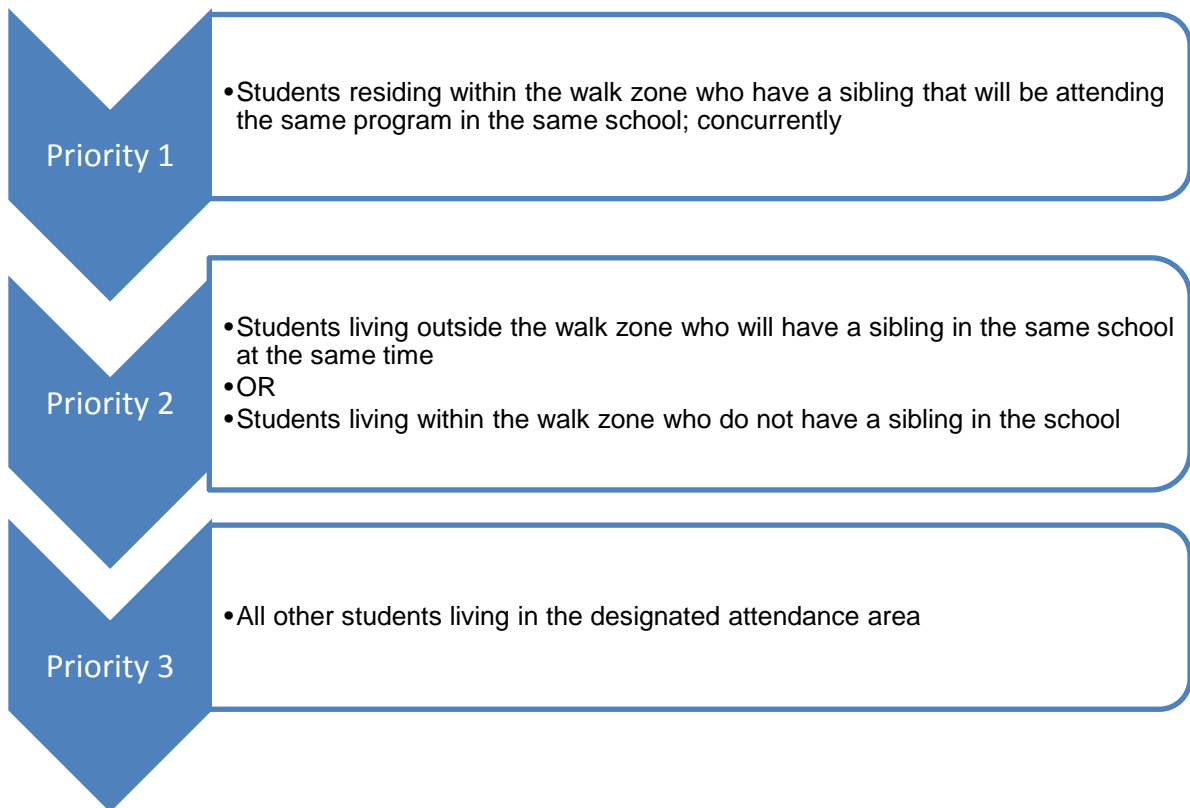
**Community** - is best defined as the area for which the school would have drawn the regular program.

**Note:** Where this is unclear, the Area Director and Principal shall inform applicants what constitutes community, based upon agreements previously made. This applies to: Willow Park or Maple Ridge. Glamorgan: Glamorgan residential community.

**Buffer Zones** – this zone consists of a number of spaces that allow for students coming in from agency referrals, or new students moving into the community within the walk zone. This zone has no pre-determined number, past history is the best guide and determined in collaboration with the Area Director.

- *These priorities only apply to students residing in designated communities (no out of area considerations)*





### Additional Information

- Lottery is drawn by noon on the Wednesday before Teachers' Convention as advertised to the public
- The school will communicate initial acceptance into the school or program using School Messenger and will follow up with a letter of offer no later than Friday after the Family Day holiday
- Acknowledgement of acceptance must be received by the school within ten (10) business days of offer
- If a student is accepted into an alternative program and has siblings in the lottery who were not offered a space, the siblings will be placed at the top of the appropriate grade call back list
- If an acceptance or call back is refused, the student is removed from the list. If the refusal is based on the inability to accept all siblings, the student can be called again when there is space for all siblings.
- If a student is not drawn in the lottery, they are placed on the call back list and can be called back before the close of staffing in the fall if they:
  - are in a CBE school
  - are in kindergarten/grade one for a language based alternative program
  - are in all grades for non-language based alternative programs
- The call back list for the school year for all alternative programs will be dissolved on September 30th. Families wishing to attend the alternative program for the following school year must re-register for the lottery with all

associated documents between January and the Tuesday before Teachers convention.

- Student requests for transfer received after the lottery draw date will be placed at the bottom of the call back list in the appropriate priority level
- Alternative Program students who transfer mid-year from a CBE school due to a move of residence are to be accepted into the same program in the new designated school
- Principals of schools at capacity are to contact the Area Director before declining registration to new Priority 1 or 2
- Walk zone students that register after the lottery are put in buffer zone spaces or placed at the bottom of the priority one and two call back list
- Priority two and three students who register after the lottery are added to the bottom of the call back list

## Appendix IV: Guiding Documents

The documents listed below guide the work of leaders for alternative programs at all levels:

- Alberta Education, *School Act*; section 21 (2000)<sup>4</sup>
- *Alberta Education Act*; section 19 (2012)<sup>5</sup>
- Alberta Education *Alternative Program Handbook* (2010)<sup>6</sup>
- Calgary Board of Education Administrative Regulation 1090: *Student Accommodation Planning Process*<sup>7</sup>
- Boyle, P. & Burns, D. (2012). *Preserving the Public in Public Schools*. United Kingdom. Rowman & Littlefield Education
- Calgary Board of Education Policy: *Operational Expectation 10 - Instructional Program*<sup>8</sup>
- Calgary Board of Education: *Classification Framework for CBE Programming Opportunities*: presented to the Board of Trustees on June 15, 2010<sup>9</sup>.
- Calgary Board of Education *Framework for French and International Languages*, 2012<sup>10</sup>
- Calgary Board of Education: “Is \_\_\_\_\_ Program the Right Choice for My Child?”<sup>12</sup>
- Davis, K., & Patterson, D. (2010). *Ethics of Big Data*. Sebastopol, CA., O’Reilly Media Inc.

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<sup>4</sup>Alberta Education *School Act*. (2000). Available:

<http://education.alberta.ca/department/policy/education-act.aspx>

<sup>5</sup> Alberta Education (2013) *Education Act*. Available:

<http://education.alberta.ca/department/policy/education-act.aspx>

<sup>6</sup> Alberta Education (2010), *Alternative Program Handbook*. Available:

<http://education.alberta.ca/parents/choice.aspx>

<sup>7</sup> AR 1090. Available: <http://www.cbe.ab.ca/GovernancePolicies/AR1090.pdf>

<sup>8</sup> CBE *Operational Expectation 10*. Available: <http://www.cbe.ab.ca/policies/governance.asp>

<sup>9</sup> CBE Board of Trustee Report, June 15, 2010. *Classification Framework for CBE*

*Programming Opportunities*. Available: <http://www.cbe.ab.ca/about-us/board-of-trustees/boardmeetingsarchive/a10jun15.pdf>

<http://www.cbe.ab.ca/about-us/board-of-trustees/boardmeetingsarchive/a10jun15.pdf>

<sup>10</sup>*Framework for French and International Languages*. Available:

[https://portal.cbe.ab.ca/staffinsite/teaching/alternative\\_programs/Documents/Program\\_Integrity\\_Framework\\_French\\_International\\_Languages.pdf](https://portal.cbe.ab.ca/staffinsite/teaching/alternative_programs/Documents/Program_Integrity_Framework_French_International_Languages.pdf)

<sup>12</sup>CBE *Is The \_\_\_\_\_ Program the Right Choice for My Child ?* program descriptions.

Available: <http://www.cbe.ab.ca/programs/program-options/Pages/default.aspx>

