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## High School Engagement Scope

An out of scope factor is something that may affect the decision, but cannot be influenced by stakeholder input and feedback.

There are many reasons why a factor could be out of scope, including decisions made by other groups such as the municipal or provincial government; actions bound by a collective agreement or legislation; or legal responsibilities such as board policies or administrative regulations.

Something may also be out of scope due to the specific requirements of a group of students in a unique setting, requirements for course delivery like purpose-built facilities, or if decisions about that factor are made using existing processes, such as the transfer process.

## Out of Scope

Out of Scope Factor	Out of Scope Rationale
<b>Adult Education   High School programming</b> for learners who reach the age of 19 years by September 1 for year of registration.	Outside of the CBE's K - 12 mandate
<b>Career Exploration, Career Internship, Credentialed with industry mandated criteria, Work Experience and RAP</b> Various opportunities for students to gain foundational knowledge and skills within a specific trade or profession and earn work experience high school credits.	Programs are dependent on business and industry partners' availability and staff expertise. Credentialed programs require certifications with industry-mandated criteria. Fiscal responsibilities a factor.
<b>Clusters and multi-clusters</b>   A grouping of one-credit Career and Technology (CTS) courses that represent occupations and broad industry commonalities, and are aligned with the National Occupational Classification system. Multi-clusters are one-credit courses students can select from different CTS clusters.	Dependent on school-based resources.



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Out of Scope Factor	Out of Scope Rationale
<b>Complementary courses</b>   Subjects offered as choices to students.	Curriculum based and can be dependent on school-based resources.  Completion of ten credits in any combination of complementary courses is mandated by Alberta Education.
<b>Complex needs classes</b>   Programming for students with special education needs, delivered in a variety of ways within a range of settings based on individual student need. The first educational placement option considered for educating students with special education needs is within an inclusive setting in their neighbourhood or local schools.	Compliance of the following is required: <ul style="list-style-type: none"> <li>▪ <i>Administrative Regulation (AR) 3003 - Special Education Programming.</i></li> <li>▪ <i>The Education Act</i> Alberta Education's <i>Standards for Special Education.</i></li> </ul>
<b>Core courses</b>   Six specific course areas that must be completed in order to meet Alberta Education's requirement for high school completion. Math, Science, English Language Arts, Social Studies, Career and Life Management, Physical Education 10. (Language Arts in second language immersion program, e.g., French Language Arts is considered a core subject.)	Curriculum based and offered by all high schools.
<b>Curriculum</b>   Outlined in the provincial Programs of Study and Ministerial Order, which identify what students are expected to learn and do in all subjects and grades from kindergarten to Grade 12.	Compliance with the <i>Education Act</i> required.
<b>Diploma exam timing</b>   Dates and times scheduled for writing Diploma Exams.	Determined by Alberta Education.
<b>Dual Credit</b>   Students earn high school credits and credits that count toward a post-secondary certificate, diploma, or degree, including a journeyperson certificate (Career and Technology Studies - CTS).	Program availability dependent on business and industry partners. Fiscal responsibilities a factor.



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<p><b>Extracurricular</b>   Student activities that occur outside of instructional hours. These activities are generally open to all students at the school and may involve a selection process. Includes Athletics governed by the Calgary Senior High School Athletic Association (CSHSAA)</p>	<p>School-based decision dependent on student demand and available resources.</p> <p>CSHSAA must be in compliance with the constitution of the Alberta Schools' Athletic Association (ASAA).</p>
<p><b>Funding for high schools</b>   The annual budget allocated to each high school.</p>	<p>Funding levels are determined by the Alberta Government and the Resource Allocation Method (RAM).</p>
<p><b>International students</b>   The CBE welcomes students from around the world into our international education program.</p>	<p>International students are placed in schools where there is space and program availability. A specific school may be requested. If a student has made their own accommodation arrangements, school placement is based on the designated school for the student's address.</p> <p>An acceptance process is in place and will continue to be followed.</p>
<p><b>Knowledge and Employability Occupational Courses</b>   For students who learn best through experiences that integrate essential and employability skills in occupational contexts and who demonstrate reading, writing, math and/or levels of achievement two to three levels below grade.</p>	<p>Enrolment in these courses is a collaborative decision between parents, students and school administration.</p>
<p><b>Modernizations and new school construction</b>   The CBE's list of requests for new schools and modernization priorities is submitted to the Alberta government annually as part of the Three-Year School Capital Plan.</p>	<p>Development of this list of priorities follows specific criteria as established in the Three-Year School Capital Plan. Funding for CBE school construction and modernization projects is determined by the Alberta Government.</p>



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<p><b>New Alternative Programs</b>   An alternative program that is not currently offered at the high school level (e.g., TLC, Mandarin, Science, etc.)</p>	<p>Requests for consideration of new programs follow the <a href="#">CBE New Program Process</a>. (Alternative Program Proposal Process)</p>
<p><b>Non-instructional days</b>   Devoted to professional learning, activities must connect to best practices for student success, and consider the CBE Three-Year Education Plan, the school development plan and teachers' professional needs.</p> <p>Schools must offer a minimum of 180 and a maximum of 200 instructional days each school year.</p>	<p>Determined in part by the ATA collective agreement.</p> <p>2017 school calendar engagement process, survey</p> <p>Number is determined by Administrative Regulation 3064 – School Year and Hours of Operation and the Education Act.</p>
<p><b>Off-Campus Education</b>   Off-campus education connects what students learn in school with the real world in a variety of ways, including career exploration, career internship, job shadowing, volunteering and paid positions.</p>	<p>Program availability dependent on business and industry partners. Fiscal responsibilities a factor.</p>
<p><b>Outreach</b>   For students who require additional access to community, career and personal resources (counselling, conflict resolution, time management and study skills, parenting skills and learning strategies).</p>	<p>Determined by <i>Administrative Regulation 3090 - Outreach Programs</i>.</p> <p>Funding and administration separate from regular high school.</p>
<p><b>Balanced utilization range</b>   A utilization range of 85 to 100 per cent is considered balanced.</p>	<p>This range (per school, not a system average) allows every school to offer a robust range of core and complementary courses, unique opportunities and extracurricular activities.</p>
<p><b>Timetables</b>   Timetables are dependent upon student selection of core and complementary courses.</p>	<p>School-based decision determined by student choice and available resources.</p>
<p><b>Transfer process for high schools</b>   The process by which schools accept out-of-boundary students. This includes acceptance of students into specific courses and programs of choice, and how to proceed when students withdraw from these courses and programs.</p>	<p>Determined by <i>Administrative Regulation 6090 – Student Registration and Admission</i>.</p>



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<p><b>Transportation</b>   Distance, costs and modes by which students travel to and from school.</p>	<p>Decisions about student transportation are centralized to increase efficiencies.</p>
<p><b>Unique Settings</b>   Unique settings evolved from the recognition of particular learning needs of groups of students, and offer the mandatory Alberta Education high school curriculum. At the high school level, unique settings includes CBE homeschooling, Louise Dean School, National Sports School, and Outreach.</p>	<p>Attendance at a unique setting is a collaborative decision between parents, students, and school administration.</p>