

INTRODUCTION

Over the past several years the Saskatoon Catholic School Division has devoted considerable time and attention to Catholic Educational Leadership. Most recently there has been a focus on Servant Leadership.

Much research exists in the area of Educational Leadership and particularly as it relates to the role of the principal.

This Instructional Leadership Handbook is one tool to assist you in your role as principal. It is intended to provide you with basic background information in each of the instructional areas, as well as, the student support services provided in the division.

It is planned that this handbook will be revised on an on-going basis. It is designed for you. If you have suggestions for additions or improvements we would be happy to hear from you.

Sincerely,

R. Nieman
B. Hanson

CATHOLIC EDUCATION

As principals and educational leaders in a Catholic School System, it is important that we be mindful of who we are as a Catholic School System and why we exist.

Our school system's main purpose for being is the teaching of the Catholic Church. Saskatoon Catholic Schools participate in the mission of the Church through its stated goals, ideals, programs, staff and expectations. The school principal is key to accomplishing that mission.

To be effective it is essential that principals know and understand the mission of the school division. The Mission Statement has been developed and approved with the community, guided by the Spirit, in order to serve the community.

The Mission Statement is a living document – one that is adaptable to changing circumstances, yet rooted in the truths of Catholic Education.

The principal is central to articulating the mission to staff and assisting them to consider ways to think about the fundamental goals of the school division and the importance of being responsive to the needs of students, the expectations of parents and participation in the life of the Church and community.

Catholic education is distinctive in that it calls for the continued renewal and dedication to a Christ-centered vision of human development and social relationship.

PUTTING ON THE MIND OF CHRIST

Teaching in Catholic schools is distinctive because it strives to incorporate Catholic teachings and values in all areas of the curriculum.

To assist teachers, the Board of Education has produced a booklet entitled "Putting On the Mind of Christ". Its purpose is to assist teachers in developing an understanding how the Catholic dimension can be incorporated in core curriculum.

DIRECTIONS & UNDERTAKINGS

Directions and Undertakings is an annual publication which outlines the major initiatives of the Board for the coming year, as well as documents the undertakings of the previous year.

The purpose of the annual overview of Directions and Undertakings is to provide the Board of Education with an opportunity to review annually the long-term direction it has established for the school division.

The directions and objectives outlined in the report are the product of a systematic planning process. The principal's participation is critical to this planning process. It is expected that school staffs would be engaged in this process in order to establish the annual priorities at the classroom, school and division level.

BORN OF THE SPIRIT CANADIAN CATECHETICAL SERIES

The Canadian Catechetical series, **Born of the Spirit**, builds on the essential childhood education in faith which parents provide. The various years of the catechetical series seek to provide a progressive and systematic presentation to the basic content of the faith. They are seen as an initiation into a lifetime of growing faith.

CYCLE ONE - EARLY CHILDHOOD TO YEAR 3

CELEBRATE THE WONDER OF GOD

- Kindergarten - In God's Image
- Year 1 - We Belong to God
- Year 2 - We Belong to the Lord Jesus
- Year 3 - In the Spirit We Belong

CYCLE TWO - YEARS 4 TO 6

DISCOVER THE CHALLENGES OF BELIEVING IN THE LORD

- Year 4 - Come and See
- Year 5 - May We Be One
- Year 6 - "God Believes in Me!"

CYCLE ONE - THE TRANSITION YEARS - GRADES 7 TO 9

WE ARE STRONG TOGETHER

- Year 7 - Believe In Me
- Year 8 - Stand By Me
- Year 9 - Be With Me

RELIGIOUS EDUCATION

Elementary School Principal

- Mid May - Religion Order - New Testaments must be ordered every year for Grade 4 students
- Be very aware of newly revised Religion program inservice dates in August/September - **DO NOT PLAN MEETINGS ON THOSE DATES**
- Lenten Mass alternates between Latin and Byzantine - Ukrainian Rite. Note date early in year and encourage staff to attend
- School visits are conducted on request basis and; for new teacher; for Year 2 First Reconciliation/First Eucharist; for Year 6 Confirmation
- January Book Display often has Religion Books. Encourage Teacher Librarians to preview and select some of them for your Resource Centre.
- Religion Coordinator does not oversee Teacher Retreats, Growth in the Faith or Family Life.

BASIC SKILLS FOR LEARNING

BACKGROUND INFORMATION FOR BASIC SKILLS FOR LEARNING

Saskatchewan Education has completed new curricula in Language Arts and Mathematics for grades K to 12. There is a change in focus evident in the new curriculum. This change in focus is based on three important foundations which need to be clearly examined for acceptance by teachers, administrators and parents.

These three foundations include:

1. The importance of "thinking" skills such as:
 - information processing (recalling, analyzing, assessing)
 - problem solving
 - meta cognition (monitoring one's own learning - becoming an independent learner)
2. Teaching methods need to incorporate a variety of strategies such as:
 - direct and indirect instruction
 - independent study
 - experiential learning
 - interactive: cooperative and social learning
3. Assessment techniques need to be expanded to include a balance among:
 - observation
 - portfolios
 - performance assessment
 - paper-pencil tests

The implementation of both curricula involves five main areas:

- curriculum
- indicators of progress
- instructional approaches
- assessment
- reporting

Necessary Condition for Success

The principal needs to be the first person to bring the components of the implementation to staff and to parents.

These components are:

- Curriculum
- Indicators of Progress
- Instructional Approaches
- Assessment Practices
- Reporting Practices

GUIDE FOR PRINCIPAL DIRECTED SCHOOL-BASED LEADERSHIP TEAMS

1. Selection of members to the school-based leadership team

Method

- 1.1 shoulder tap
- 1.2 ask for volunteers
- 1.3 combination of the above
- 1.4 formal written application

2. Some considerations

- 2.1 The committee needs to reflect the overall profile of your staff.
- 2.2 Participation in the implementation of the Language Arts and Math curriculum is not an option. Everyone must become completely immersed in it eventually.
- 2.3 All the issues in the school which impact on the teaching learning process need to be considered.
- 2.4 The leadership team is an opportunity for all staff members to experience a very unique and challenging professional activity.
- 2.5 Selection to the team could come out of school based teacher-principal consultation around the teacher's professional and career plans.
- 2.6 We tend to "lean on" the same few people (experts) for leading projects. Consider what impact this will have on a process which requires everyone to have a high yet balanced profile. All staff have an equal stake in the implementation process.

2.61 Teacher workload consideration:

Teacher time is a scarce resource and subject to a trade off effect. When already fully occupied teachers are asked to do something new, it means one of three things: working longer, eliminate an existing task in favour of a new one or doing everything less well in order to fit in the new task. Teachers need to be part of the consultation/implementation process.

- 2.7 What role will the principal have? Vice principal? Learning Assistance teacher? Teacher-Librarian?

3. Staff Profile

In reviewing the profile of the professional staff, the principal will recognize descriptors that might assist in identifying the strengths and weaknesses of the group.

3.1 Descriptors:

- reflective practitioner
- knowledgeable
- eager to learn
- friendly
- time commitment
- risk taker
- accepts a challenge
- organized
- good time manager
- quality teacher
- career investing
- problem solver
- curriculum expert
- likes kids
- humorous
- not afraid of work
- reliable
- divesting
- procrastinator
- I'm already doing this
- always finds a way to sabotage
- prefer to work on my own
- compassionate
- confident/competent
- energy giver
- good communication skills with parents
- knows how kids learn
- curriculum leader
- task analyzer
- comfortable with peers
- accepts responsibilities readily
- willing to share professionally
- "critical" thinker, planner (to higher level)

4. Developing a Strong Leadership Team

- 4.1 Becoming knowledgeable about the task.
- 4.2 Set out the goals of the implementation process.
- 4.3 Developing a process for building trust.
- 4.4 Developing a process for planning the implementation.
- 4.5 Process to guide the implementation.
- 4.6 Develop a plan for professional development.
- 4.7 Develop a range of techniques which can be used at various stages of the implementation process.
- 4.8 Connecting all the pieces to Language Arts and Math.
- 4.9 Specify the actual role, expectations and goals of the leadership team.

5. Test of Implementation

5.1 What the children have learned.

5.2 Have we achieved the goals of the Curriculum?

- ie. 5.21 Balance of reading, writing, speaking and listening.
- 5.22 Balance in Mathematics - problem solving, geometry, concrete, estimation, numeration, etc.
- 5.23 Has the project been successful in the eyes of the learner.

6. Suggestion for Membership of the Leadership Team

- Vice Principal and,
- 3-4 teachers depending on the size of the school,

Optimum size of the leadership team to be 4 or 5 in total.

Suggestion Note

- The principal should be an unofficial silent supportive resource member of the committee operating at arms length.
- The principal needs to be the first person to bring the information regarding assessment, reporting and curriculum to the parents.

MATHEMATICS

OPPORTUNITY TO LEARN: TIME ALLOCATIONS

Elementary	- 210 minutes per week
Grade 6	- 210 minutes per week
Grades 7-9	- 200 minutes per week
Math 10, 20, A30, B30, C30	- 100 hours per course

The Mathematics Information Bulletin for Administrators provides information on the following topics:

- Role of Administrators
- Rationale for Change
- Curriculum Goals
- Timetabling
- Key Resources
- Implementation and Maintenance

ENGLISH LANGUAGE ARTS

OPPORTUNITY TO LEARN: TIME ALLOCATIONS

Elementary	- 560 minutes per week
Grade 6	- 510 minutes per week
Grades 7-9	- 300 minutes per week
E.L.A. A10, B10, 20, A30, B30	- 100 hours per course

The English Language Arts Information Bulletin for Administrators provides information on the following topics:

- Role of Administrators
- Curriculum Goals, Philosophy, Principles
- Credit Requirements
- Timetabling
- Professional and Student Resources
- Sample Letters to Parents
- Professional Development Suggestions
- Implementation and Maintenance

Community Services

I. Career Development and Work Education

The aim of the Career Development and Work Education Program is to empower students to acquire knowledge, skills, information, and attitudes to understand and positively enhance their own life career development and to provide an opportunity for high school students to participate in various occupations as they develop career paths.

a. Elementary School Opportunities

- i. Career Guidance: A Curriculum Guide for the Middle Level outlines an entire course of study covering topics such as Career Awareness Exploration and Planning; Self Awareness; Life Career Management Skills and Educational Planning.
- ii. Girls Exploring Trades and Technologies (GETT) - A one day workshop for Grade 7 girls to learn about the Trades and Technologies at SIAST, Kelsey Campus.
- iii. The Real Game - In class opportunities for students to explore career choices. Teaching Training is involved.
- iv. Junior Achievement - Business Basics and Project Business - Opportunity for elementary school students to work with members of the business community in order to learn basics of the business world.

b. High School Opportunities

- i. Curriculum Guide for high school credit courses outlines content and length of pre-employment units as well as placement procedures for work experiences in the community.
- ii. Youth Internship Program - A program offering in-depth study opportunities for students already aware of their career path.
- iii. Take a Student to Work Program - A one day opportunity in November open to all grade nine students to spend a day with a parent or authorized guardian to learn the basics about a work day.
- iv. Portfolio Development Program - Students from grade nine to twelve participate on an ongoing basis with the development of a portfolio which illustrates their skills, background and other items of importance to an employer.

- v. Spotlights on Trades and Technologies - Students interested in observing specific trades and technology skills participate in on-site visits in and around Saskatoon. The groups are teacher supervised.
- vi. Economics of Staying in School - A Junior Achievement Program for all grade 9 students offered in cooperation with the Saskatoon business community.
- vii. Exploring Kelsey Programs - An annual opportunity for grade 11 and 12 students to view the offerings at SIAST, Kelsey Institute.
- viii. Junior Achievement Company Program - A program which operates out of Sion Middle School where grade 10 - 12 students from Catholic and Public High Schools develop actual businesses and create products for sale. Instructors are community business persons.
- ix. Presentations - On Labour Standards, WHIMIS, Occupational Health and Safety, Canadian Labour Congress Ready for Work Program.
- x. Food Safe Workshops - For students planning to complete work experiences in the Food Service Industry.
- xi. Career Shadowing Program - Opportunities for students wishing to learn more about various careers but who do not have class time to take Career Work Education classes.
- xii. Career Mentoring with Women Entrepreneurs - Female students are offered mentoring opportunities throughout the year with successful women entrepreneurs.
- xiii. Mentoring in Science for Women - Opportunities for female students to mentor with female scientists to learn more about career paths in science.
- xiv. Employment Scholarship Program - An undertaking which places students in a mentoring relationship to study various career paths and which results in student employment during the school year and during the summer months.

II. Partnerships in Education: K - 12

A program which links individual schools and community businesses, agencies or service clubs resulting in mutually beneficial learning opportunities for each partner. Provides learning opportunities in the community and service opportunities for students. Yearly Partnership seminar.

III. International Student Program

A program designed to provide cross-cultural opportunities to students attending Catholic high schools. Students from various countries are provided the opportunity to study in Catholic high schools for a specified fee which covers all costs. A Homestay Program is coordinated and supervised by school division personnel.

IV. Community Supported Programs/Awards/Grants

- i. Kiwanis Success Awards - Available to students from Bishop Murray High School, Joe Duquette High School, Sion Middle School as a recognition of behaviours or characteristics which give primacy to the human and spiritual rather than to the material values of life. Yearly luncheon and award ceremony.
- ii. Kiwanis Club of Riversdale Bursary - Valued at \$500 and given to a grade twelve student with acceptable marks for post-secondary studies, of good character and individual in school and the community. High schools receive this opportunity on a rotational basis: 1999 - St. Joseph, 2000 - E.D. Feehan.
- iii. Saskatchewan Indian Gaming Authority - Grants for projects to aid schools with high Aboriginal student populations.
Coordinated by Board Office.
- iv. Saskatoon Tribal Council Stay in School Grants - Available to high schools with high Aboriginal student populations for stay in school projects.
- v. Lions Sight Program - Eyeglasses are made available to students from low income families who are not receiving social assistance. Contact is through the school nurse.
- vi. Youth Dental Programs - Programs in cooperation with the Health Department and the Community Health Unit for designated schools.
- vii. Youth Granting Youth Programs - Muttart Foundation and Saskatchewan Foundation in cooperating with Saskatoon School Boards and service agencies are providing grants to youth for projects. Catholic schools nominate Board members each year.

V. Public Relations/Communications

Schools are requested to forward a copy of all newsletters to the Communications office - Catholic Board of Education on a regular basis. Photos and stories of events are also requested on an ongoing basis to be used in Focus (March) and the Annual Report (October).

VI. Saskatoon Catholic Schools Foundation

Designed to provide grants to schools for initiatives leading to educational excellence, spiritual growth, student leadership and enhanced learning opportunities.

Grant applications are forwarded to schools in October.

Employee payroll deduction plan exists to facilitate staff support.

Gifts of cash or equipment can be designated for Foundation initiatives, specific school initiatives or general foundation needs.

FRENCH IMMERSION

Introduction

Saskatoon Catholic Schools offer a French Immersion program from K-12. We believe that the study of second languages is an internationally accepted standard of what constitutes a broadly educated person.

Pupils are provided the opportunity to learn in French rather than about French in that a significant part of the total school experience is in a second language.

The study of second languages provides:

- an opportunity to understand one's first language and to become more effective in using it;
- the chance to understand the thoughts and feelings of those people who use the second language;
- the opportunity to read and enjoy the literature of other countries;
- more sources from which to gain valuable information and insights;
- an experience that will make learning a third language even easier than learning the second.

Goal

The goal of the French Immersion program is to develop academic and language skills in the second language which will enable students to become functionally bilingual.

Curricula

The curricula for French programs are prescribed by the Department of Education, Training and Employment under the authority of the Education Act. The language of Instruction is French for all subjects except English Language Arts and Religion. French Immersion teachers are trained in second language teaching methodology and have proven competence in French.

Research shows that French Immersion is the most effective way for children to become functionally bilingual. Research also proves that after several years in a French Immersion program, students perform as well or better than those in a regular English program.

Early French Immersion Program

Normally, the percentage of instruction is:

K	:	100% of Instruction in French
Grade 1	:	90% of Instruction in French
Grade 2 - 6	:	75% of Instruction in French
Grade 7 - 8	:	60 - 75% of Instruction in French
Grade 9 - 12	:	50% of Instruction in French

In grade 7 - 8, Science and Health may be offered in English.

In our High Schools, grades 9 - 12, the following subjects are offered in French:

Français A,B: 90, 10, 20, 30
Science humaines/histoire: 90, 10, 20, 30
Mathématiques: 90, 10, 20
Éducation chrétienne: 90, 10, 20, 30

Students who successfully complete 12 High School credits obtain a bilingual certificate upon graduation.

French Immersion Principals Meetings

- take place at 10:00 a.m. the morning of Program meetings
- agenda items are suggested by principals, superintendents and/or the coordinator
- serve to inform, share, review literature, plan studies or reviews

Monitor Program

- functions in collaboration with O.M.L.O. and the Commissioner of Second Languages
- a federally funded program which employs six monitors for our school division, placed in French immersion elementary schools
- requires a cooperating teacher in each of the elementary immersion schools to support and supervise the monitors as well as sign the monitor's time sheet
- the monitor, the cooperating teacher and the coordinator are expected to attend regular meetings

Ordering Teacher-made Materials

- teacher developed and produced materials respond to the needs of primary immersion students and teachers

- order forms are sent in May
- orders are filled in June
- billing takes place in September
- most primary teacher-made materials replace workbooks published by publishers

Kit Circulation

- approximately ten kits per grade circulate from Gr. 2 - 8
- kits follow genres as well as themes chosen from the social studies, sciences, fine arts and/or health curricula
- 82 theme kits circulate five times a year - pick-up and delivery are on specific dates
- information regarding contents of kits and possible choices is sent in May
- teacher order kits in June by filling out an order form
- circulation begins September 1 and ends mid-June for inventory
- inventory and reordering take place in June

Commercial Reading Collections Circulation

- commercial reading collections for Gr. 1 - 9 circulate as teachers request collections which supplement and enhance their themes
- information is sent in May
- teachers reserve for September in June
- circulation begins on September 1 and ends mid-June for inventory
- inventory and reordering take place in June

Concours Oratoire

- a public speaking event which is supported by CPF (Canadian Parents for French)
- takes place in March
- has school, city and provincial competition components

Commission Culturelle

- a provincial organization which helps choose and fund French artists (theater, singers, etc.) Who then visit and perform in schools
- a booklet containing suggested performers is distributed to all schools in May

Répertoire

- a document which lists teaching resources for all subjects and all grade levels K - 12 including Learning Assistance
- is regularly updated to reflect newly implemented curriculum guides and the new teaching materials needed to teach these curricula

Core French

- a beginner Core French course is offered in Grade 9
- a system placement curriculum-based test is administered to students wishing to have Gr. 9 Core French Waived
- Core French is offered from Grades 9 - 12

Evaluation of Videos and CD ROMS

- teachers are regularly asked to preview and evaluate videos and CD ROMs before purchasing the public viewing rights
- once the public viewing rights are paid, videos and CD ROMs are available from the Resource Centre or the theme circulating kits

Curriculum Guides

- curriculum guides for all subjects taught in French are now available by calling Bernie Rodych at the Service Centre

PHYSICAL EDUCATION

Physical Education is a required course in the curriculum and a Quality Daily Physical Education Program is recommended.

Please refer to the Department of Education Administrator's Bulletin for specifics about the following curriculums:

- a) Physical Education Grades 1-5
- b) Physical Education Grades 6-9
- c) Wellness Grade 10
- d) Physical Education 20/30

*Various professional development courses are available throughout the school year with information circulated regularly.

*Please contact your Program Coordinator regarding the purchase or replacement of major capital equipment items.

*A selection of rotating equipment is available for school use. Equipment lists of available equipment is circulated regularly and is available for booking through the Service Center.

HEALTH EDUCATION

Health Education is a required course in the curriculum.

Please refer to the Department of Education Administrator's Handbook for the specifics about the following curriculums:

Health - Grades 1-5

Health - Grades 6-9

Health is provided through the Grade 9 Physical Education, Wellness 10 and Physical Education 20/30 programs.

*Various Professional Development and Personal Development Safety Courses are available throughout the school year in the health area. These include Nutrition, Eating Disorder and other health related workshops. Information is circulated regularly.

AIDS EDUCATION

Aids Education is taught in the grade 7, 8 and 11 areas.

Locally developed curriculums are available to the teachers in the above grades.

The curriculum guides and resource materials to support the curriculum area available through the Service Center.

Teachers that are teaching aids education for the first time are invited to an Introductory Workshop to prepare themselves for the program.

ELEMENTARY ATHLETIC GUIDELINES

1. Playdays and tournaments should reflect the Christian philosophy. They should support the development of the whole child and emphasize co-operative playing and socializing rather than the competitive and winning nature.

2. All students participating should be given equal playing time.

3. It is understood that interschool playdays and tournaments are held primarily for grade 8 students. If a school due to enrolment, has an insufficient number of students in grade 8 - all grade seven students should be given the opportunity to participate. "Cuts" on the basis of skill are definitely discouraged.

4. Playdays should be optional but given priority over tournaments. If a zone wishes to have a playday or tournament, at least all schools in the zone should be given the opportunity to participate.

5. The awarding of trophies or prizes should be de-emphasized and the inner personal rewards should be encouraged such as: playing for enjoyment, exercise, healthy living, socializing, and learning.

6. Suggested sport seasons are as follows:

Cross Country	- August to mid-October
Soccer	- August to mid-October
Volleyball	- October to December
Basketball	- January to Easter
Relays	- December to April
Track & Field	- May to June

ELEMENTARY RELAY GUIDELINES

1. One 15 year old is allowed on any under 15, 8 x 100 m relay team.
2. An individual may participate on only one relay team.
3. All participants on a relay team must be from the same school.
4. If circumstances arise where the above rules cannot be followed, your team may run unofficially. The coach must inform the race officials that the team will be running unofficially PRIOR to the race, and will not be allowed to advance.
5. Ages are taken as of December 31 of that school year.
6. Passing zones are open ended.
7. The three bend stagger rule is in effect. (The first three runners must run in their assigned lane).
8. Runners may not participate in both club and school relay.
9. All participants must have running shoes.

A Code of Ethics for Coaches

The school expects the coaches to:

- Be an integral part of the school system with its educational contribution.
- Remember that the athletic area is a classroom with moral and educational obligations required at all times.
- Insist upon high scholarship and enforcement of all rules of eligibility.

The athletes expect the coach to:

- Maintain a genuine and up-to-date knowledge of that which he/she proposes to teach.
- Maintain fair, unprejudiced relationships with all squad members.
- Pay careful attention to the physical condition of players.
- Inspire a love of game and a desire to compete fairly.

Sportsmanship demands that coaches:

- Take a strong stand against profanity, unfair play and unsportsmanlike behavior of their teams.
- Maintain self-control at all times, accepting decisions of officials without outward appearance of vexation.
- Teach athletes to win by use of legitimate means only.
- Believe in the honesty and integrity of opponents and officials.
- Teach that to win is always desirable but to win at any cost defeats the purpose of the game.

A Code of Ethics for Players

The school requires the athletes to:

- Conduct themselves at all times with honor and dignity.
- Treat visiting teams, spectators, and officials as honored guests.
- Faithfully complete school work as practical evidence of their loyalty to school and team.
- Show that it is a privilege to represent their school.
- Remember that there is no place in school athletics before, during or after competition for the use of drugs or alcohol of any kind.

The game requires the athletes to:

- Maintain a high degree of physical fitness.
- Be fair at all times no matter what the cost.
- Believe in the honesty and integrity of opponents and officials.
- Play the game for the games sake.
- Accept peacefully and without question the decision of the official.

Sportsmanship demands those athletes:

- Recognize and applaud honestly and whole heartedly the efforts of their teams or opponents regardless of color, creed or race.
- Give opponents full credit when they win and learn to correct their own faults through failures.
- Play hard and to the limit of their abilities regardless of discouragement. True athletes do not give up, nor do they quarrel, cheat, bet, or show off.
- Accept both victory and defeat with pride and compassion, being never boastful nor bitter.

LEARNING RESOURCE CENTRE

The goal statement for Saskatchewan education states that students in our schools should be encouraged to develop “a body of knowledge and a range of skills and attitudes necessary to function in a changing world.”

In addition, the goal statement emphasizes that a major task of our education system is to produce students who are willing to pursue life-long learning. Resource-based education promotes, and is crucial to, the achievement of these goals. Resource-based learning is defined as “planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, nonprint and human resources.” The strength of resource-based education is in its flexibility and in the number of options it offers to both the student and teacher who are striving to achieve educational objectives.

A resource centre library program is essential for resource-based instruction. An effective program is dependent on four basic components: personnel, collection, facilities and budget.

1. **PERSONNEL**

1.1 Teacher-Librarian's Role

Refer to page 3.

1.2 New Careers Library Trainees

This is a jointly-funded program that must be renegotiated twice a year. The focus is to have the trainee do the ‘housekeeping’ tasks in a library, e.g. shelving books. The trainee will expect a job evaluation for possible use as a reference at the end of the program. The teacher-librarian may be the person you select to provide the evaluation.

2. COLLECTION

- 2.1 It is the responsibility of the teacher-librarian to ensure a well-balanced collection. In order to help teacher-librarians, please make them aware of all new bibliographies. These can be used for selection purposes.
- 2.2 An evaluated Book Display with an emphasis on curricular materials is held in February every year. Approximately 75% of the library budget should be spent at that time.
- 2.3 Direct sales at schools are contrary to school board policy (JAA) for the following reasons:
 - 1) Materials are not evaluated.
 - 2) Companies may start contacting schools on a regular basis. This would be very time consuming.
 - 3) If some companies are accepted, all will want the same opportunity.

Book Fairs are fund-raisers. They do not fall under this category.

3. FACILITIES

- 3.1 These are the responsibility of Administrative Services.

4. BUDGETS

- 4.1 Although monthly budget information is sent to the school, the signing authority for the library budget is the Coordinator of Learning Resources.
- 4.2 Only learning resources are allowed in this budget. No furniture, shelving, carts, etc., are covered.

THE ROLE OF THE TEACHER-LIBRARIAN

CORE FUNCTIONS

The teacher-librarian provides curriculum and instructional support and direction in the school through cooperative planning and teaching with teachers and through the management of the resource centre.

INSTRUCTION - 75%

The teacher-librarian advocates the development of resource-based instruction and works with staff members to teach learning skills.

The management role includes:

- Cooperative planning and teaching
- Instructing students on research strategies
- Providing for the needs of exceptional students
- Developing student understanding and appreciation of literature
- Development of bibliographies, reading list, etc.
- Assisting students in the choice and use of learning resources for classroom assignments or individual interest.

MANAGEMENT - 15%

The teacher-librarian ensures maximum access to resources and the effective use of these resources.

This management role includes:

- Budget management
- Organization and supervision of volunteers
- Evaluation, weeding, selection and ordering of learning resources
- Establishment of circulation procedures, overdues, reserves
- Providing for the processing of paperbacks, repair of books, mounting of displays
- Scheduling for use of resource centre
- Conducting an inventory
- Routing materials
- Maintaining an attractive resource centre that encourages use.

PROFESSIONAL DEVELOPMENT AND ADVOCACY - 10%

The teacher-librarian promotes the contributions of the resource centre to the school's educational program.

This professional development role includes:

- Demonstrating leadership in the development of resource based learning
- Providing inservice to staff
- Participating in educational and library related workshops, conferences, etc.
- Reporting to principal and staff
- Suggesting and advising on teaching/learning strategies that encourage resource based learning
- Demonstrating curriculum expertise.

SCIENCE EDUCATION

Science is a required course in the curriculum.

Please refer to the Department of Education Administrator's Bulletin for curriculum specifics:

*Various Professional Development Courses are available throughout the school year. Information is circulated regularly.

*A selection of rotational equipment is available for school use. Equipment lists are circulated regularly. Please contact the Service Center for booking.

ENVIRONMENTAL EDUCATION

The school system is fortunate to have three environmental centers available for exclusive use of our schools to support the regular curriculum.

1. Blackstrap Outdoor/Environmental Education Center is available for use by grades kindergarten through five with theme programs available throughout the year. The program is also complemented with a grade 6-12 overnight program in the spring and fall and a high school Sailing Program in the spring.
2. The Ed and May Scissons Environmental Education Center Program is available for grades 6-12 in day and overnight program formats. Please refer to the Ed and May Scissons Curriculum located in the teacher resource area of your school library.
3. The St. Joseph Natural Grasslands Project is available for grades 6-12 and offers a natural grasslands education in an urban setting (contact St. Joseph High School for bookings).

*Both of the out of town environmental centers provide a variety of environmental and recreational activities in a natural setting

*Bookings for the programs are available through the Board Office with a booking bee held in June for the following school year and an overnight program draw held in February for both the spring and fall overnight programs.

*Two complimentary bus trips are available for each school. One to each of the Blackstrap and Ed and May Scissons programs.

ARTS EDUCATION

ARTS EDUCATION

Arts Education is a required course of study in the Province of Saskatchewan, which involves four strands: art, music, drama and dance.

The aim of Arts Education is “to enable students to understand and value arts expressions throughout life. This one aim describes the main outcome for students and the primary reason for including Arts Education in the core curriculum for all students.”

Saskatchewan Arts Education Curriculum Guide

The philosophy of Arts Education is as follows:

The Arts Education Curriculum has been developed for all students in the province. For this reason, the program is broad in scope and includes a diverse range of experiences. “Arts” includes fine arts, popular arts, traditional arts, craft, commercial and functional arts with the understanding that there is very much overlap among these categories.

Saskatchewan Arts Education Curriculum Guide

The content of the Arts Education Curriculum in both English and Immersion streams is almost identical.

The curriculum guides for Arts Education are available from the Service Center.

BAND

The band program is offered as a board approved option of study for students in grades 6-9 and is offered as a credit course at the high school level. The board policy making reference to the band program is policy HBH.

Students begin the band program in grade 6, with a recruiting process taking place with grade 5 students in the spring prior to their entry into grade 6. Through a process of instrument selection and discussion by the student and parents with the band teacher an instrument is decided upon for the student.

The vast majority of the instruments are provided by the home; a few of the larger, more expensive instruments are provided by the school division. Those instruments available to students from the school division are subject to a yearly fee, the purpose of which is to maintain the inventory of band equipment.

Students receive **twice weekly band instruction** during the school day. In grade 7 and 8, the division has historically offered the Tuesday After School Band Program, at which students who wish additional time performing on their instrument are instructed by one of the band teachers. This occurs in several places throughout the city.

Equipment for the band program is purchased through the budget of the Coordinator - Arts Education/Social Studies. However, please note that **music stands are considered school furniture**, and are purchased through individual school budgets. The only exception to that is the provision of music stands to those locations where after school band is held, given that an after school band group will require more music stands than might be required for a single class of band students.

Repairs to band equipment are made through a repair budget of the Coordinator - Arts Education/Social Studies. A procedure is in place which now operates very smoothly.

At the high school level, band is offered as a credit course. In addition, band students at the high school level have the opportunity to perform in extracurricular activities such as band and perhaps also to perform in the high school musical.

PIANOS

All schools in our division, with the exception of Joe Duquette High School and the Farm School have at least one acoustic piano. The piano inventory and all aspects relating to the inventory are administered by the Coordinator of Arts Education/Social Studies. This includes placement of pianos, movement of pianos between schools, tuning, repairs, and purchase.

The division presently has a program of **tuning** a minimum of once a year, usually around November. Other tuning takes place on an "as requested" basis. All requests for tuning should be directed to the Coordinator of Arts Education/Social Studies. **Schools are requested not to contact tuners directly.**

Piano Safety in Schools

School Administrators are cautioned that any piano is a very heavy object, regardless of size or mechanism for movement (size of the wheels, or specially designed piano cradles). **Students should move pianos only under supervision by a responsible adult.** In addition to the possibility of severe injury to a student should a piano be tipped over, the cost of repairs to an instrument that has been damaged in this way is very expensive.

EVENTS

Knights of Columbus Carol Festival

The Knights of Columbus Carol Festival was started in 1957. It is sponsored by the Saskatoon Chapter of the Knights of Columbus. Our school division has been a part of it since its inception. The format has gone through some changes through the years, but the present format has remained as is for a number of years now.

The Knights of Columbus Carol Festival takes place every December for two nights, a Monday and a Tuesday. Dates for the festival are presently in place until 2005.

Participating schools for any given year are chosen from a **rotation list**. Schools perform two years in a row at the Knights of Columbus Carol Festival, then one year at the Noon Festival of Carols. Participation is not considered optional.

A theme is chosen for the festival each year, usually something fairly broad in nature to provide the greatest possible latitude for choice of repertoire and presentation. An information package is sent to schools in September, with two deadlines: one for selection of evening, the other for all information to be submitted. The focus of this festival is the Catholic and religious dimension of Christmas, celebrating the Birth of Christ.

The day of the first evening's performance is the dress rehearsal for both evenings. The schools performing on Monday evening rehearse Monday morning, and those performing Tuesday evening rehearse Monday afternoon.

Transportation to the rehearsal during the school day on Monday is provided through the budget at the Board Office. Transportation of students to the Centennial Auditorium both evenings is the responsibility of the students and the school.

Please note that substitute teachers are not provided for those teachers who are a part of the dress rehearsal. Generally, internal arrangements are made to cover their absence from the school.

Noon Festival of Carols

The Noon Festival of Carols is a collaborative project of the Saskatoon Centennial Auditorium, the two city school divisions, and community music groups. It occurs in December for a two week period before Christmas. It takes place at the Centennial Auditorium. Our school division is responsible for providing performances during four noon hours of this festival. Typically, each hour is divided into three performance times of 20 minutes, each of which is selected by a different school. On any given year, the schools that are designated to participate are part of the rotation list for this festival and the Knights of Columbus Carol Festival. Participation is not considered optional.

Transportation is provided by the school division for those groups attending the festival.

The music for this festival can be either sacred or secular.

Mendel Art Gallery Student Art Show

“School Art” is a project of the Mendel Art Gallery, in cooperation with the two Saskatoon school divisions, and recently with some of the private schools here in the city. The time of year at which it occurs varies from later in the school year (e.g. mid April to late May) or earlier (e.g. mid March to the end of April). As with most events of this nature, there have been some changes to the format and the procedures involved with this exhibition. At present, the Mendel sets the time line for the exhibition.

Our schools are asked to submit art to the Mendel on a particular day. The following day, a selection committee comprised of a representative from the Mendel, and a representative from each of the two school divisions selects the art which will form the exhibition that year. Art not selected for the Mendel Art Gallery is returned to the schools through the division’s delivery system. There is a public reception and opening, typically on a Sunday afternoon. When the exhibition is over, the art is removed and returned to the schools through the system delivery.

Participation is not considered optional.

Saskatoon Music Festival

The Saskatoon Music Festival is organized by the Saskatoon Music Festival Association under the umbrella of the Saskatchewan Music Festival Association. Participation by our schools is encouraged, but is optional. Typically, classroom teachers enter music classes or choral speech classes. There is also a band section to the Saskatoon Music Festival, and it is one that has grown in popularity over the last several years with our band teachers.

The board office pays fees for groups entering the Festival but not solos, duets, trios or other small ensembles. Any music required is also paid for by the Board Office. Transportation and other costs are the responsibility of the school.

Participation in the Music Festival can be a very worthwhile experience for students. The performance on the day is the goal, but the real work and the real learning comes from the preparation for the performance. Adjudicators are more understanding and teacher friendly than they have been in the past. Adjudications are more likely to take the form of workshops and contribute to the value of this experience.

Northern Saskatchewan International Childrens’ Festival

This is not a program of the school division, but can provide opportunity for learning experiences directly related to arts education, as well as being fun. Transportation and costs relating to participation in this event are the responsibility of the school.

Attendance is optional.

“Flicks Film Festival”

Saskatoon now hosts a childrens’ film festival usually held in March. This is not a program of the school division. Once again however, there are opportunities for specific kinds of learnings relating to arts education, religion, media education, literature and social issues which can be of benefit to the student. Costs relating to this festival are the responsibility of the school.

Attendance is optional.

SOCIAL STUDIES

SOCIAL STUDIES

Social Studies is a required area of study for students in Saskatchewan. From grade 1 through grade 9, social studies is the only curriculum option. From grade 10 on, additional options are available to fulfill requirements in the social sciences area.

The aim of social studies is as follows:

“ . . . as a study of people and relationships with their social and physical environments. The knowledge, skills, values developed in social studies helps students to know and appreciate the past, to understand the present and to influence the future. Therefore, social studies in the school setting has a unique responsibility for providing students with the opportunity to acquire knowledge, skills for which abilities and attitudes/values to function effectively within their local and national society that is meshed in an independent world.”

Social Studies Curriculum Guide

Curriculum guides are available from the Service Center. Please note that curriculum guides **only** are available at no charge under the signature of a school superintendent. For our school division, those curriculum guides are available at the Service Center. This does not apply to activity guides or any other materials listed in the Learning Resources Distribution Center Catalogue. Some guides include the activities, while others do not. Check your LRDC catalogue.

At the elementary level, English and Immersion Social Studies programs are the same. This is less so at the high school level.

Implementation of the Social Studies curriculum has begun at the elementary level, but is not yet complete. Implementation of the Social Studies curriculum in Immersion is considered to have been completed.

For information about the provincial curriculum online go to:
<http://www.sasked.gov.sk.ca/docs/evergrn.html>.

Saskatoon Regional Heritage Fair

The Saskatoon Regional Heritage Fair is not a program of the school division. However, it has very strong links to the Social Studies Curriculum as well as all other areas of the curriculum, but the focus is very strongly that of heritage. The first Saskatoon Regional Heritage Fair took place here in 1997. This program is available for students in grades 4 through grade 9. The model is very much like that of the Science Fair. It is a competition.

The Regional Heritage Fair is held on the second or third weekend of May (usually) at the same time as every other Regional Heritage Fair in Canada. Successful competitors are invited to attend the National Heritage Fair at

no expense, except for spending money. The National Heritage Fair is non-competitive, but designed to allow those who attend an opportunity to know other young Canadians. This experience is also designed to give students more information about Canadian Heritage.

Information is sent to schools in the fall about the Heritage Fair. Teachers are asked to declare intention to participate rather early on in the school year in order for the planning to take place in a timely fashion. Besides full participation in the Heritage Fair, teachers have the option of taking students as class groups to the Heritage Fair itself for an out-of-school excursion.

Costs relating to the Regional Heritage Fair are the responsibility of the school.

Participation in the Regional Heritage Fair is optional.

Attendance by classes at the Regional Heritage Fair is optional.

There is a national website at: <http://www.heritageproject.ca/default.htm>.

Applied Technology

There are three technology initiatives with the Saskatoon Catholic Schools. First is the use of technology by students in the instructional setting. Second is the use of technology in our libraries and third is the use of technology in our administrative functions. Critical to these three uses is the technical support structures that the school division has in place to ensure that the equipment is working properly and is available when needed by students, teachers, librarians, support staff and administration.

Technology for Instructional Use

There are a number of initiatives that are supported by the school division for the use of technology. The first is the use of the Technology and Learning Centre for staff in-service and training. We have been using this Centre in 1998 for training of administrative and support staff. In 1999, we will begin using the Centre for training of teachers. It is hoped that 200 teachers will be taking training in this year. The School Division also supports the use of the Internet by providing a free dial-up service for all staff. This modem pool is available to connect to the Internet from their home computers. Also, the school division has made arrangements with the Royal Bank of Canada for staff to obtain loans at prime rate to assist in the purchase of home computers. In 1999, the School Division has begun to put some staff resources into the development of a Virtual or Cyber School with a view to offering program to students in the year 2000.

Technology Use by Students - K to 8

The use of technology by students is primarily delivered in a congregated or lab setting in all elementary schools. Each lab is equipped with computer equipment using either the Macintosh or Windows platform. Each computer has a suite of software installed that has been purchased by the division for the delivery of the core program for technology. This core program is outlined in the Scope and Sequence for Technology document that lists all of the skills that students are expected to know at each grade level from K to Grade 8. Each elementary school can add to this program of instruction depending on the resources available.

These computers are all connected to the Internet. This means that each school develop and implement an acceptable use policy for the Internet. There is no blocking software that prevents inappropriate sites from being accessed. There is no e-mail by students without supervision by teachers.

Another initiative involves the centralization of server resources where students can log onto a remote server to access their files. This helps remove the use of diskettes and ensures that any lab based computer can be used by any student.

As well, there are initiatives for students to use technology under the direction of their Learning Assistance teacher and their Special Needs teacher.

Technology Use by Students - Grade 9 to 12

In each high school, there are the equivalent of two computer labs for use in the Information Processing and Computer Science courses. These courses are designed to facilitate the student use of technology at the high school level. The computers are all connected to the Internet. This means that each school develop and implement an acceptable use policy for the Internet. There is no blocking software that prevents inappropriate sites from being accessed. There is no e-mail by students without supervision by teachers.

Another initiative involves the centralization of server resources where students can log onto a remote server to access their files. This helps remove the use of diskettes and ensures that any lab based computer can be used by any student.

As well, there are initiatives for students to use technology under the direction of their Learning Assistance teacher, their Special Needs teacher, their guidance counselor and their ESL teacher. Other initiatives are occurring in the Graphic Arts and Drafting instruction.

Technology in the Libraries

Each library in the school division is equipped with OPAC terminals to allow students to search the local and division collection for materials. Most libraries have computers that allow for a wider range of searches using the Internet. With this, there is a requirement that each school develop and implement an acceptable use policy for the Internet. There is no blocking software that prevents inappropriate sites from being accessed. There is no e-mail by students without supervision by teachers.

Some of the schools have begun to use a combination of CD ROM resources and the Internet to augment the print materials and provide students with a variety of sources.

Technology in Administration

Each school office has at least two computers with full administrative functionality. Each school is expected to make use of electronic mail, accounting information for budget managers, personnel functions for staff absences and student data for demographics and attendance. The high schools also use the added functionality for student marks.

Each school office computer also has the capability for using productivity software such as word processors, spreadsheets and databases to use as local needs require.

As well, the Information Technology support team must ensure that the administrative personnel assigned to accounting, payroll, accounts payable and receivable, purchasing, facility management, Human Resources, Student Services and Instructional Services can do their work.

Technical Support

The school division supports the technology by a combination of contracted services and full-time personnel.

There are three main strands of support - Hardware, Software and Network support. If you are unsure, any one of the support group will be able to direct you if you are unable to determine the exact cause of the difficulty. Even within the support group, there are specialists. We can help you find someone who can assist.

Hardware support personnel deal with broken or inoperative devices ranging from computers, televisions, overheads and other audio-visual equipment. Jim Frost (668-7007) heads up this support group with Wayne Craig (668-7161) and Richard Cleveland (668-7043).

Software support personnel deal with issues pertaining to Library software, Campus America student records, E-Mail, software training, installation of software and license issues. Lena Savino-Boyko (668-7067) is in charge of this support area and works with Evan Danyluk (668-7004) and Charline Wilson (374-9861)

Network support personnel deal with issues regarding servers and the network connections that make the Internet and other wide area applications work. David Pattison (668-7062) works in this area with Lloyd Hansen (955-2408).

Issues that pertain to instruction or student initiatives, substitute teachers for school computer lab managers, budget issues, school web pages, software purchase, lab renovations, electrical and computer cabling and construction, unresolved issues or complaints, call Tom Dyck (668-7006).

CHILD HUNGER AND EDUCATION PROGRAM

- Financial assistance is available for schools to support hungry children.
- Schools that have high numbers of hungry children are eligible for a volunteer Food Coordinator that would receive an honorarium through the City Child Hunger Education Program.
- Please contact the Program Coordinator for further information.

PRACTICAL & APPLIED ARTS

Practical & Applied Arts is part of the regular instructional program for middle years and high school students.

Middle years' teachers may access the program at St. Patrick Practical Arts Centre. At present photography, woodworking and ceramics is offered.

Please refer to the St. Patrick Practical Arts Centre manual for booking arrangements and other details about the program.

FAMILY LIFE EDUCATION

Family Life education is a part of the regular instructional program for students in grades 1 - 8. The course adopted for use is called Fully Alive.

The five themes of the Fully Alive program are:

1. Created & Loved by God
2. Living in Relationships
3. Created Sexual: Male & Female
4. Growing in Commitment
5. Living in the World

The Fully Alive program was developed by the Ontario Conference of Catholic Bishops for use in Catholic schools.

Board policy requires a Family Life committee in each school. Please refer to the Administrative Policy Manual for details.

Parents who do not wish their children to be in the program may request exemption. Schools are requested to accommodate this request.

COPYRIGHT FOR EDUCATION

Copyright Law is designed to protect the work of creators of educational resources to ensure they are compensated for their efforts.

From both a legal and moral perspective, all employees in Saskatoon Catholic Schools are required and expected to adhere to this law and the Cancopy Agreement.

Please ensure all employees in your school are aware of this requirement and that proper posting is provided at your photocopy sites.

FLAG PROTOCOL

The flying of flags is an important part of heritage. The rules and etiquette are intended as guidelines for institutions.

Flags should be treated with dignity and respect and be flown or displayed properly.

The Education Act requires that all schools have a flagstaff, a flag of Canada and one or more flags for display in each school.

The Education Act also requires that provisions be made for the raising or lowering of the flag on each school day.

Please ensure that your school flag is in good condition. Replace or repair. Disposal of worn, faded or frayed flags should be by burning only and carried out quietly and without ceremony.

Please note the information on flag precedence.

FLAG PRECEDENCE
(as seen by the viewer facing the flags)

Two Flags:

Senior flag on your left

Three Flags:

Senior flag in the centre; next senior on your left; third on your right

Four Flags or More:

Senior flag on your left then the other flags in order of precedence, left to right

Order of Precedence:

Vice-Regal Standard; National Flag; Saskatchewan flag; Union Jack/visiting country; other provincial flags; city and other flags

Precedence of Provincial Flags:

1. Canada
2. Ontario
3. Quebec
4. Nova Scotia
5. New Brunswick
6. Manitoba
7. British Columbia
8. Prince Edward Island
9. Saskatchewan
10. Alberta
11. Newfoundland
12. Northwest Territories
13. Yukon

Notes: If Saskatchewan is the host province, its flag immediately follows that of Canada. The Union Jack, if used, may be placed immediately before Ontario's or after the Yukon, depending on local preference.



Canada Vice-Royal Standard

 Lieutenant Governor

 Lieutenant Governor

 Saskatchewan

 Canada

 Saskatchewan

 Saskatchewan

 Ontario

 Quebec

 Quebec

 New Brunswick

 Nova Scotia

 Manitoba

 Prince Edward Island

 British Columbia

 Alberta

 Saskatchewan

Two Flag

Examples of Flag Procedures

Three Flag

 Saskatchewan

 Canada

 Union Jack

 Saskatchewan

 Canada

 Visiting Country

Four or More Flag

 Canada

 Saskatchewan

 Union Jack

 Special Flag

 Canada

 Saskatchewan

 Visiting Country

 Visiting Province

 City Flag

As its Privileges and Territories

 Saskatchewan

 Manitoba

 British Columbia

 Prince Edward Island

 Saskatchewan

 Alberta

 N.M.T. Yukon

NATIONAL ANTHEM

It is an expectation that all students learn and sing the National Anthem on a regular basis.

INSTRUCTIONAL FURNATURE

The purchase of institutional furniture is handled centrally. Your day-to-day requirements are met by telephoning the Service Centre.

Each year in November you will be asked to submit an Institutional Furniture Request Form. On this form you will identify all major furniture needs for your school on a priority basis.

From a budgeting planning prospective, this is a very important step in the process. Don't miss the opportunity!

INSTRUCTIONAL EQUIPMENT – PURCHASE & REPAIR

The purchase of audio-visual and computer equipment is handled centrally.

Each year in November you will be asked to submit an Institutional Equipment Request Form. On this form you will identify all major audio-visual and computer equipment needs for the coming year.

From a budgeting perspective, this is a very important step in the process. Don't miss the opportunity!

INSTRUCTIONAL BUDGETS

All schools are assigned an instructional budget. This budget is determined by a formula based on the projected enrolment for your school. The fiscal year for the school division and your school is January 1 to December 31. This does present some attention on your part because you spend on the academic year basis.

Because your budget is based on projected enrolment, increases or decreases in enrolment are taken into account.

School based budgets have a carryover provision. Remember that you can carry over any surplus on December 31 but you also carryover any deficit.

It is helpful if you code expenditures to the appropriate area or category in your budget. Example: Textbook purchases should be coded 202 301 and your facility number. Ultimately though, it is your school balance that matters most.

Administrative Services provides a monthly report on-line.

What You Need to Know About the New Copyright Act

A Guide for Teachers and
Educational Institutions

Prepared by Wanda Noel, Barrister and Solicitor

1. What is the purpose of the Copyright Act?

The purpose of the Copyright Act is to protect the rights of creators to be paid for, and to control the use of, their works and to address the needs of users who want access to material protected by copyright. The balance is achieved by providing creator with legal “rights” and then limiting those rights through “exceptions” for the benefit of certain users.

In 1997 the copyright law was amended to limit the rights of creators, publishers and producers by new “exceptions” which permit educational institutions to use, in specified ways, without permission, and, in some cases, without paying royalties, material protected by copyright.

2. Who benefits from the new exceptions?

The beneficiaries of the new exceptions are “educational institutions” which are defined as non-profit institutions providing pre-school, elementary, secondary, post-secondary, continuing, professional or vocational education or training. Persons “acting under the authority of an educational institution”, such as teachers, also benefit from the new exceptions. An educational institution which makes a “profit” does not qualify for any of the new exceptions.

3. Do school libraries benefit from the exceptions for educational institutions?

Yes. The new copyright law specifically states that the exceptions for educational institutions apply to a library which forms part of an educational institution.

4. How can teachers legally use material protected by copyright?

A teacher can legally use material protected by copyright by following the steps below:

- (a) determine if an exception in the copyright law permits that particular use of the work by a teacher;
- (b) if an exception is not available, determine if a general license from a “collective” organization representing copyright owners has been signed by the ministry/department of education or school board;
- (c) if a general license has not been signed, contact the responsible “collective” for a specific permission;
- (d) if the responsible “collective” cannot give permission contact the owner of the copyright to obtain permission to use the work.

5. What is a collective?

A collective is an organization that administers the legal rights provided under the Copyright Act on behalf of copyright owners and rights holders who are members of that collective. Collectives can only license what copyright owners and rights holders authorize them to license. There are both print and audiovisual collectives. COPIBEC and CANCOPY license photocopying in schools. Two other collectives, Visual Education Centre (VEC) and Audio Ciné Film Inc., license the public performance of some audiovisual material in schools. These licenses permit copying and public performance without infringing copyright, as long as the copyright or public performance remains within the negotiated limits set out in the license.

6. Can a teacher copy a work onto a blackboard or flip chart without permission from the copyright owner?

Yes. A new exception permits a teacher to copy a work, by hand, onto surfaces “intended for displaying handwritten material”. Examples of the kinds of surfaces covered by the new exception are dry-erase surfaces (like a blackboard) and flip charts. However, the copy cannot be made under the exception if a “motive of gain” is involved.

7. What does “motive of gain” mean?

In the new law “motive of gain” is defined in a negative fashion. An educational institution does not have a motive of gain where it recovers no more than the costs, including overhead costs, associated with doing an act under an educational exception.

8. Can a teacher copy a work for use on an overhead projector, or similar device, without permission from the copyright owner?

Yes. A new exception permits a teacher to copy a work in order to project it on an overhead projector. There are four conditions.

- (a) This exception does not apply if the work is “commercially available” in a medium or format that is appropriate for the teacher’s purpose. What “commercially available” means is described further on.
- (b) The copy can only be used on the premises of the educational institution.
- (c) The copy can only be used for the purposes of education or training.
- (d) The copy cannot be made if there is a “motive of gain” involved.

9. When is a work “commercially available”?

This term is defined in the new law. A work is “commercially available” if it is available on the Canadian market within a reasonable time, for a reasonable price, with reasonable effort, or, is available under a license from a collective society within a reasonable time, for a reasonable price and with reasonable effort. A work which is available under license from a collective society is a “commercially available” work. If a collective cannot license the type of use the teacher is interested in, the teacher is required to take reasonable steps to obtain a copy from the copyright owner, or a representative of the owner, such as a publisher, producer or distributor. The word “reasonable” is not defined. The interpretation of the word “reasonable” would be based on “common sense” and on any particular circumstances that should be taken into account.

10. Can a work be used in an examination or test without permission from the copyright owner?

Yes, unless the work is “commercially available” in a medium or format that is appropriate for the teacher’s purpose. A new exception states that the rights of a copyright owner are not infringed if a work is copied, translated, performed or communicated by telecommunication for a test or examination. There are three conditions.

- (a) The exception does not apply if the work is “commercially available” in a medium or format that is appropriate for the teacher’s purpose. This includes availability in a medium or format appropriate for the teacher’s purpose under a license from a collective society.
- (b) The copy must be made, performed, translated or communicated by telecommunication only on the premises of the educational institution.
- (c) The copy cannot be made if a “motive of gain” is involved.

While examples of copying, translating or performing a work for a test or examination can be readily imagined, communicating a work by telecommunication for a test or examination is more difficult to envisage. One example is a test or examination communicated to the different campuses by telecommunication. Including a copyright work in such a telecommunication would be covered by this exception.

11. Can students perform a work protected by copyright, such as a play, in the classroom without permission from the copyright owner?

Yes. There is a new exception which permits live performances, primarily by students. An example is the performance of a play in a drama class. There are five conditions to be met before this exception applies. The performance must:

- (a) take place on the premises of the educational institution;
- (b) be for educational or training purposes,
- (c) not be for profit;
- (d) take place before an audience consisting primarily of students of the educational institution, instructors acting under its authority or any person who is directly responsible for setting curriculum; and
- (e) not involve a "motive of gain".

12. Can sound recordings protected by copyright be played in the classroom without permission from the copyright owner?

Yes. The same five conditions applying to live performances also apply to the playing of sound recordings. The playing of the sound recording must:

- (a) take place on the premises of the educational institution;
 - (b) be for educational or training purposes;
 - (c) not be for profit;
 - (d) take place before an audience consisting primarily of students of the educational institution, instructors acting under its authority or any person who is directly responsible for setting curriculum;
- and
- (e) not involve a "motive of gain".

13. Can radio and television programs be played in the classroom without permission from the copyright owner?

Yes. A new exception permits the use of a radio or a television to receive programs, but only at the same time the program is aired. An example is a movie that is broadcast by the CBC that can also be rented from the video store. The exception would permit the movie to be viewed in the classroom at the same time as it was being broadcast by the CBC. The exception would not permit a teacher to rent the same movie at the video store and then show it on a television in the classroom. The playing of the television or radio must:

- (a) take place on the premises of the educational institution;
- (b) be for educational or training purposes;
- (c) not be for profit;
- (d) take place before an audience consisting primarily of students of the educational institution, instructors acting under its authority, or any person who is directly responsible for setting curriculum;

and

- (e) not involve a "motive of gain".

14. Can a teacher copy news and news commentary from radio and television programs without permission from the copyright owner?

Yes. However, this exception has not yet been proclaimed in force. It is expected that it will come into force in 1999. This exception permits non-profit educational institutions to make a single copy of a "news program" or a "news commentary program" and to use the copy, on their premises, for educational and training purposes. The copy can only be made at the time the program is aired. The audience must consist primarily of students of the educational institution. "Documentaries" are specifically excluded from the exception. The law does not define news program, news commentary or documentary. The following conditions apply:

- (a) the copy can be made and shown without the permission of its copyright owner or the payment of a royalty an unlimited number of times for up to one year from the date the copy is made:
- (b) after one year the copy must either be erased or paid for: and

(c) the educational institution is required to provide information relating to the making, destruction, performance and marking of the copy to the copyright owner or a collective representing the owner.

Copies which are not destroyed after one year will be subject to payment, and terms and conditions relating to the use of the copy. If educators and copyright owners cannot come to an agreement, the Copyright Board, an independent tribunal established by the Copyright Act, has the authority to set the amount of the payment and the terms and conditions of use. In copyright law this is called a "tariff". If asked to set a tariff, the Copyright Board will hold hearings to listen to the views of educators and copyright owners.

15. Can a teacher copy other kinds of radio and television programs for educational purposes without permission from the copyright owner?

Yes. However, this exception has not yet been proclaimed in force. It is expected that it will come into force in 1999. An educational institution, or a teacher acting under its authority, may make a single copy of all other types of broadcast programs (i.e. those that are not "news programs" or "news commentary programs"). The copy can only be made at the time the program is aired.

A teacher may examine the copy for up to 30 days to determine whether the copy will be used on the premises of an educational institution for educational purposes. After thirty days the copy must either be erased or paid for. The educational institution is required to provide information relating to the making, destruction, performance and marking of the copy to the copyright owner or a collective representing the owner. A copy retained after the expiration of the 30 day period may only be viewed by an audience consisting primarily of students of the educational institution.

Copies which are not destroyed after thirty days will be subject to payment, and terms and conditions relating to the use of the copy. If educators and copyright owners cannot come to an agreement, the Copyright Board, an independent tribunal established by the Copyright Act, has the authority to set the amount of the payment and the terms and conditions of use. In copyright law this is called a "tariff". If asked to set a tariff, the Copyright Board will hold hearings to listen to the views of educators and copyright owners.

16. Does the enactment of new exceptions in the copyright law eliminate the need for licences with collectives?

No. The relationship between exceptions and a collective licence is best explained as a two tier system. The copyright law is the first tier. The law defines the "rights" of copyright owners and the "exceptions" to those rights for the benefit of educational institutions. A licence from a collective society provides additional access that is not available under the exceptions in the law. Educational institutions pay a sum of money for this increased access. The scope of the increased access is negotiated between the contracting parties. For example, the contracting parties could be a ministry/department of education and a collective.

17. Is my school licensed by collectives?

CANCOPY and COPIBEC have negotiated licences with provincial and territorial ministries/departments of education or school boards in British Columbia, Alberta, Saskatchewan, Manitoba, New Brunswick, Newfoundland and Labrador, Ontario, Quebec, Yukon and the Northwest Territories. Licences with the remaining two provinces are in the final stages of negotiation. COPIBEC licenses users in Quebec, and CANCOPY licenses users elsewhere in Canada. Through reciprocal agreements with collectives in other countries, the two Canadian collectives license published works from around the world.

For audiovisual material, the Visual Education Centre (VEC) and Audio Ciné Film Inc. negotiate site licences with school boards/districts and schools for feature length films. However, public performance licences for educational and television programs are also available from all Canadian educational video producers. In provinces or territories where there are no agreements with these collectives, the activities permitted under the typical licences would likely be infringing. Where there is no licence, and where the Copyright Act does not permit the copying, permission from the copyright owner is required before making a copy or publicly performing audiovisual or print works.

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This document has also been reviewed by provincial/territorial officials
through the Council of Ministers of Education, Canada.