



Saskatchewan
Learning

Policy, Guidelines, and Procedures for Alternative Education Programs

Alternative Grade 10, 11, and 12



Recycled Paper

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Preface

This document, *Policy, Guidelines, and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12*, 2006 is a revision of *Policy and Procedures for Locally Modified Courses of Study and Alternative Education Programs* (Saskatchewan Education, 1997). It is designed to assist school and school division personnel in the development and implementation of Alternative Education Programs. Policy documents are also available for Locally Developed courses, Locally Modified courses, and Functional Integrated Programs.

Any reference in this document to a board of education or board is deemed to include conseil scolaire, First Nations schools, Custody and Care schools, and post-secondary sites that have been approved by Saskatchewan Learning to offer Secondary Level courses.

The document is divided into the following sections:

Section I provides the context for Alternative Education Programs.

Section II outlines the policy, guidelines, and procedures for Alternative Education Programs:

- **Policy**
Policy statements provide direction for a course of action.
- **Guidelines**
Guidelines represent the factors that should be taken into account when developing, implementing, or evaluating programs.
- **Procedures**
Procedures detail roles, responsibilities, methods, and timelines in the process of implementing the policy or program. The factors that Department of Learning officials take into account when interpreting and applying the policy in practice are also provided. Instructions are provided for the completion of the Saskatchewan Learning forms required for the development and approval of programs.

Section III contains forms that must be completed when developing Alternative Education Programs.

The Appendices provide additional detail to assist in the development of an Alternative Education Program. Included is information on course choices, factors to consider when planning and developing a program, frequently asked questions, and examples of consent forms.

Section I: Introduction

Saskatchewan's education system is founded on shared values, actions, and commitment to addressing the needs of individual learners. The needs of most secondary level students can be met through the Regular Education Program. Within the Secondary Level Regular Education Program there are three course options:

- Provincially developed
- Locally modified
- Locally developed.

In order to meet the needs of students who may require a qualitatively different program, school divisions may offer Additional Education Programs that include:

- Alternative Education Programs (18, 28, 38 level courses)
- Functional Integrated Programs.

School divisions have the responsibility to make choices that will best serve the students in their jurisdictions. Figure 1 (page 3) illustrates the range of options available to Saskatchewan school divisions in providing for the education of secondary level students. Figure 2 (page 4) outlines the credit requirements for Alternative Education Programs.

Alternative Education Programs are not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, or for whom English is a second language or dialect. Alternative Education Programs are for those students whose needs cannot be met through the Regular Education Program. If it has been determined through assessment, observation, and collaborative team meetings that a student's needs can best be met through placement in an Alternative Education Program, then all those involved in this decision must carefully consider the implications of such a placement. Everyone including students, parent(s)/caregiver(s), teachers, and administrators must review this policy with particular attention given to the rationale and implications as outlined.

Figure 1: An Overview of Education Programs

Regular Education Programs			Additional Education Programs						
Designed and Approved as Individual Courses			Designed and Approved as Complete Programs						
Locally Modified Advanced 10A, 20A, 30A	Core 10, 20, 30	Locally Modified Basic 11, 21, 31	Alternative Education Program 18, 28, 38			Functional Integrated Program			
<ul style="list-style-type: none"> All objectives of the department prepared regular curriculum In addition, a maximum of 50% local (original) advanced objectives 	<ul style="list-style-type: none"> 100% department prepared regular curriculum objectives See the <i>List of Secondary Level Courses</i> (indicates course title and registration code) 	<ul style="list-style-type: none"> A minimum of 50% department prepared regular curriculum objectives A maximum of 50% local (original) basic objectives See the <i>Guidelines for Developing Modified Courses</i> (indicates 50% of the modified course) 	Alternative Education Program			Personal Program Plan			
			Required Courses and Areas of Study					I. Areas of Development	
			Required Courses of Study			Grade 10	Grade 11	Grade 12	Academic
			Language Arts/Communications			A18	A28	A38	Communication
			Language Arts/Communications			B18	B28	B38	Personal Management
			Career and Work Exploration			18	28	38	Social Competence & Social Networks
			Mathematics			18	28		Leisure/Recreation/Physical Wellness
			Science			18			Career/Work Exploration
			History, Social Studies, or Native Studies			18			Task Performance/Work Habits
			Specified Areas of Study			Grade 10, 11, or 12			Other (e.g., cognitive development, orientation/mobility, motor)
Health Education/Physical Education			1			II. Transition Plans			
Arts Education/Practical and Applied Arts			1						
Total (includes unspecified electives)			Grade 10 minimum 8 credits	Grade 11 minimum 16 credits	Grade 12 minimum 24 credits (at least five at Grade 12 level)	<ul style="list-style-type: none"> Functional Integrated Programs are not described as individual courses Transcript indicates student has successfully completed a department approved Functional Integrated Program 			
<ul style="list-style-type: none"> Transcript indicates the individual courses (and percentage grades) at each level of the program 									
Locally Developed Courses of Study <ul style="list-style-type: none"> “L” Designation: any regular course designations (e.g., 10L, 20L, 30L) May have up to 100% local (original) objectives Designed to meet local needs At a level of rigour consistent with other courses in department series for regular education 			<ul style="list-style-type: none"> May include various combinations of Regular (which includes modified) and Alternative Education courses These programs may include up to 100% local (original) objectives Whenever possible, placement should be in regular classrooms 						
<p>Note: The Adaptive Dimension is designed to assist students to meet the objectives of any approved curriculum (Locally Modified Advanced, Core, Locally Modified Basic, Alternative Education, Functional Integrated). Refer to Appendix B.</p> <p style="text-align: center;">←----- Adaptive Dimension Variables -----→</p>									
Curriculum e.g., topics assessment and evaluation instructional materials		Instruction e.g., strategies, methods, and skills pacing and timing monitoring/feedback cycle		Learning Environment e.g., classroom climate grouping physical setting and support personnel					

Figure 2: Credit Requirements

Alternative Education Program¹	Grade 10	Grade 11	Grade 12
Minimum Credits Required	8	16	24 ²
Required Courses of Study:			
Language Arts/Communications	A 18	A 28	A 38
Language Arts/Communications	B 18	B 28	B 38
Career and Work Exploration ³	18	28	A 38
Mathematics	18	28	
Science	18		
History, Native Studies, or Social Studies	18		
Specified Areas of Study⁴: a minimum of one credit at the 18 or 28 or 38 level			
Health Education/Physical Education	18	or 28	or 38
Arts Education/Practical and Applied Arts ³	18	or 28	or 38
Students require at least one course in each specified area at either Grade 10, 11, or 12			
Electives may be taken from Regular Education Program courses and/or Alternative Education Program courses			

¹ May include various combinations of Regular and Alternative Education courses

² Requires a minimum of five credits at the Grade 12 level

³ Refer to Appendix C: Additional Alternative Education courses for more courses offering practical skills and experience

⁴ Refer to Appendix D: Specified Areas of Study for course choices available within each specified area of study

Section II: Policy, Guidelines, Roles and Responsibilities, and Procedures

Education in Saskatchewan promotes the development of caring and responsible people who are equipped to meet the challenges of a complex and rapidly changing world. All students require an approach to education that optimizes individual strengths and needs.

Policy

An Alternative Education Program is designed for students unable to meet the learning objectives at the Secondary Level of the Regular Education Program through provincially developed, locally developed, or locally modified courses of study, even after the Adaptive Dimension has been utilized extensively at each program level. Alternative Education Programs are developed to meet the needs of students who require curricula that are qualitatively different from the Regular Education Program. The program at each grade level may include combinations of courses from Regular Education and Alternative Education Programs.

School divisions are expected to have well-articulated policies, guidelines, and procedures regarding the enrolment of students in Alternative Education Programs. These policies and procedures include the process for development and implementation of the program and must be consistent with the following requirements established by Saskatchewan Learning:

1. Parent(s)/caregiver(s) and student(s) are consulted prior to the enrolment of a student in an Alternative Education Program. They are provided with a clear understanding of the implications and limitations of enrolling in and completing an Alternative Education Program. That is, completion of an Alternative Education Program does not currently meet the admission requirements for most post-secondary programs.
2. Students enrolled in an Alternative Education Program must be registered with the Registrar's Office. A student must be at least **14 years, 8 months of age** to be registered in an Alternative Education Program.
3. An 18, 28, or 38 course **may not** be counted as a credit toward completion of a Regular Education Program.
4. To receive official recognition of an Alternative Grade 12 Program, a student must complete a minimum of 24 credits with at least 5 credits at the Grade 12 level.
5. The credit requirements for each grade are:
Alternative Grade 10
 - Language Arts/Communications A18

- Language Arts/Communications B18
- Career and Work Exploration 18
- Mathematics 18
- Science 18
- History 18, Native Studies 18, or Social Studies 18
- Plus a minimum of two additional courses at the Grade 10, 11, or 12 level for a total of at least eight credits
- An Alternative Education Program may include courses from the Regular Education Program

Alternative Grade 11

- Language Arts/Communications A28
- Language Arts/Communications B28
- Career and Work Exploration 28
- Mathematics 28
- Plus a minimum of four additional courses at the Grade 10, 11, or 12 level for a total of at least 16 credits
- An Alternative Education Program may include courses from the Regular Education Program

Alternative Grade 12

- Language Arts/Communications A38
- Language Arts/Communications B38
- Career and Work Exploration 38
- Plus a minimum of five additional courses, two of which must be at the Grade 12 level for a total of at least 24 credits
- An Alternative Education Program may include courses from the Regular Education Program.

Students must have taken courses from the following specified areas at one of the levels (18, 28, 38):

- one course of Arts Education or one additional course of Practical and Applied Arts (at either the Grade 10, 11, or 12 level)
- one course of Health Education or Physical Education (at the Grade 10, 11, and/or 12 level).

The remaining electives may be selected from any courses within the Regular Education Program or the Alternative Education Program.

6. An Alternative Education Program may include courses from the Regular Education Program. Prerequisites that apply in the Regular Education Program also apply when those courses are used in an Alternative Education Program.
7. Individual course grades for a student enrolled in an approved Alternative Education Program must be reported to the Registrar's Office in the form of

percentage grades. The transcript indicates the completion of an Alternative Grade 10, Alternative Grade 11, or Alternative Grade 12.

8. Registration in **one** Alternative Education course (18, 28, or 38) automatically registers a student in an Alternative Education Program.
9. Saskatchewan Learning provides a process to facilitate a student's request to transfer from an Alternative Education Program to a Regular Education Program. The following principles apply:
 - Students transferring from an Alternative Education Program to the Regular Education Program must meet credit requirements under Core Curriculum Policy for Secondary Level completion (24 credits).
 - Required subjects cannot be waived.
 - **A course designated 18, 28, 38 cannot be used toward the completion of credit requirements for Regular Education Secondary Level.**
 - A transfer plan is approved through a Saskatchewan Learning Regional Office.

10. **Alternative Education Adult 12**

The Alternative Education Adult 12 Policy reflects the principles of the 24 credit Alternative Education Program.

An adult, as defined in *The Education Act, 1995*, means a person who is at least 18 years of age and who has been out of school for at least one year. Under Department of Learning policy a person who is 19 is also considered an adult.

The requirements for an Alternative Education Adult 12 are:

- Minimum of seven credits, five of which are at the Grade 12 level
- Courses may be taken at the Alternative, Modified, or Regular level
- Locally developed courses may be used to meet elective requirements
- Course credit requirements are:
 - Language Arts/Communications A38
 - Language Arts/Communications B38
 - Career and Work Exploration 38
 - Mathematics 28 or 38
 - Three electives.

References

Clauses 41(1)(f)(g)(h), 86(j), 143(1)(b), 231(2)(b); Subsections 142(1), 168(3), 176(1)(2), 185(1); Sections 177 of *The Education Act, 1995*, S.S. 1995, c.EO.2

Section 25, subsection 23(1), clause 21(c) of *The Education Regulations, 1986*, c. E-0.1 Reg. 1 (see Appendix A)

Subsection 21(a) of *The Education Regulations, 1986*, c.E-0.1 Reg. 1

Guidelines

Rationale for Placement in an Alternative Education Program

An Alternative Education Program is designed for students who are unable to meet the learning objectives of the Secondary Level Regular Education Program even after the Adaptive Dimension has been applied extensively. When students are unable to meet the learning objectives of the Regular Education Program, it is imperative for school personnel to determine why. The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning. A student's educational history and information gathered at team meetings should also be considered. (An education team includes, but may not be limited to parent(s)/caregiver(s), student, educators, and others directly involved with the student.)

Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, and/or for whom English is a second language or dialect.

Implications of Placement in an Alternative Education Program:

- Enrolment in **one** Alternative Education course (18, 28, or 38) automatically registers the student in an Alternative Education Program.
- Completion of an Alternative Education Grade 12 does not currently meet the admission requirements for most post-secondary programs (university and SIAST).
- An Alternative Education course cannot be used to meet the requirements of the Regular Education Program (e.g., Science 18 cannot be recognized as an equivalent to Science 11).
- An Alternative Education Program is not the equivalent of a Regular Education Program (which can include modified courses).

Enrolment and Program Guidelines

- It is expected that school divisions have policies and procedures regarding:
 - involvement of students and parent(s)/caregiver(s) in placement decisions
 - placement criteria for enrolling students in an Alternative Education Program
 - assessment and evaluation of student achievement
 - annual evaluation of approved Alternative Education Programs.

(Refer to Appendix G, Examples 1 – 4 for examples of school division policies, procedures, and guidelines.)

- School divisions are expected to consider the use of as many Provincially Developed, Locally Developed, and Locally Modified courses of study as possible to meet student needs prior to using Alternative Education Programs.
- It is very important that school personnel make clear to both parent(s)/caregiver(s) and students that **Alternative Education Programs are not the equivalent of the Regular Education Programs. Students and parent(s)/caregiver(s) must be made aware that Alternative Education Programs do not currently meet admission requirements in post-secondary education programs.**
- Students will vary in their individual program needs and in the pace at which they will be able to complete the Alternative Education Program. School divisions are expected to be flexible in facilitating a student's completion of an Alternative Education Program. Students may require more than one year to complete what is often considered a one-year program. It is the responsibility of local school authorities to determine when course requirements have been completed and to forward that information to the Registrar's Office.
- The decision to move a student from the Regular Education Program into an Alternative Education Program should be based on:
 - assessment and evaluation of the student's academic functioning
 - assessment and evaluation of the student's cognitive functioning as determined by qualified personnel
 - educational history of the student
 - the agreement and input of both student(s) and parent(s)/caregiver(s).
- School divisions should develop a signed agreement for parent(s)/caregiver(s) that outlines the implications of enrolling a student in an Alternative Education Program (see Appendix G for examples).

Roles and Responsibilities

The process of ensuring that students receive appropriate educational programs suited to their individual needs and abilities is a shared responsibility among students, parent(s)/caregiver(s), school divisions, and Saskatchewan Learning. The following describes the process and respective responsibilities of school divisions and Saskatchewan Learning.

1. School Divisions

a) School Division Central Office Personnel

- assist in identifying students who would best be served through an Alternative Education Program
- develop guidelines for meeting diverse learning needs
- raise the awareness of school personnel regarding Alternative Education Programs
- work with school personnel to assist in determining appropriate programs to meet the diverse needs of individual students who are unable to meet the learning objectives of the Regular Education Program even after the Adaptive Dimension has been extensively applied
- ensure that students, parent(s)/caregiver(s), and school personnel understand the implications of being registered in an Alternative Education Program (any 18, 28, or 38 course)
- consult with the Regional Office prior to the development of an Alternative Education Program
- develop program courses that meet student needs
- complete the appropriate forms necessary for approval of an Alternative Education Program
- submit the forms for approval to the Regional Office
- evaluate and update courses and programs as student needs change
- provide ongoing monitoring of courses and programs.

b) School Personnel

- are aware of students who are unable to meet the learning objectives in the Regular Education Program (Provincially Developed, Locally Developed, and Locally Modified courses) even though the Adaptive Dimension and strategic instruction have been used extensively
- work with students, parent(s)/caregiver(s), teachers, and others to develop an educational history of the student
- may request formal assessment by qualified personnel
- identify the appropriate education program placement based on all information

- collaborate with school division personnel in developing the program according to Saskatchewan Learning guidelines
- provide ongoing monitoring of the program courses to ensure that the learning outcomes, content, instructional strategies, and structure meet the needs of students
- submit student enrolment and demographic information, provide course registration information, and submit student marks to the Registrar's Office
- deliver the program as described in the application for approval.

2. Saskatchewan Learning

The responsibility for consultation and approval of course and program submissions from school divisions is shared among a number of areas within Saskatchewan Learning.

a) Regional Office

The Regional Superintendent of Children's Services

- assists school divisions in developing guidelines for student admittance to an Alternative Education Program
- collaborates with the Regional Superintendent of Curriculum and Instruction to provide assistance to school divisions in the development of an Alternative Education Program
- receives a copy of, and recommends to the Regional Director approval for an Alternative Education Program
- informs the school divisions of the status of the approval.

The Regional Superintendent of Curriculum and Instruction

- collaborates with the Regional Superintendent of Children's Services to provide assistance to school divisions in the development of Alternative Education Programs
- collaborates with the Regional Superintendent of Children's Services when a request for transfer from an Alternative Education Program to a Regular Education Program is submitted.

The Regional Director

- responds to inquiries, and refers requests to appropriate personnel regarding the development of an Alternative Education Program
- provides final approval for an Alternative Education Program (received initially by the Regional Superintendent of Children's Services)
- specifies the conditions of the approval in accordance with the policy.

b) Provincial Examinations, Student and Teacher Services (Registrar's Office)

Provincial Examinations, Student and Teacher Services (Registrar's Office) is the central registry of students' academic marks and program completion at the Secondary

Level for the Province of Saskatchewan. The Registrar's Office has the following responsibilities with respect to secondary level programs discussed in this document:

- assign new course codes when courses are approved
- enter course approval into the Student Data System (SDS)
- record student demographic data to enrol a student in a specific school program
- register the student in the course
- record student marks for secondary level courses and produce student transcripts.

Procedures

When considering the development of Alternative Education Programs, the school division may contact the Regional Office of Saskatchewan Learning for samples of programs already approved in other school divisions. It may be possible to adapt or adopt a program for students with similar needs.

The Regional Superintendent of Children's Services and the Regional Superintendent of Curriculum and Instruction provide consultation to school division personnel who are responsible for developing Alternative Education Programs. Consultation includes assistance with policy clarification and submission procedures.

1. Approval

- School divisions must submit *Form A: Intent to Develop and Initiate an Alternative Education Program* to the Regional Office for review by **March 1**. The Regional Office will advise school divisions of the appropriateness of the Alternative Education Program they are planning. If the program outline is approved, the school division may proceed with program development.
- Once the Alternative Education Program has been developed, the school division submits *Form A-1: Specific Description of an Alternative Education Program* to the Regional Office by **May 1**.
- If approved, *Form A-2: Alternative Education Program Approval* is completed by the Regional Director or designate and forwarded to the Registrar's Office to assign course codes and to enter the program approval into the Student Data System.
- Once coded, *Form A-2* is returned to Regional Office where copies of *Forms A-1* and *A-2* are forwarded to the director of education or designate. The Director of Education or designate provides copies to each school implementing the approved program.
- Alternative Education Programs are usually approved for five consecutive years. If, at any time during the five-year cycle, the school division sees a need for significant changes to the Alternative Education Program, it must make the

necessary revisions to the description of the course of study and resubmit the course for approval.

- The Regional Superintendent of Children’s Services will complete *Form A-3: Monitoring: Alternative Education Program (Division Summary)* to initiate the five-year cycle, and he/she will then forward *Form A-3* to the school division. If there are no significant changes made to the program in the five-year period, it is sufficient to include the program on *Form A-3* each year, indicating the year of the five-year cycle.
- If an Alternative Education Program is still required at the end of the five-year cycle, the school division is required to go through the approval process again using *Form A-1*. Renewal may occur prior to the end of the five-year cycle in consultation with the Regional Office.

(Refer to Appendix E: Program Development Checklist.)

2. Student Registration

- When registering students in an Alternative Education Program, the school must ensure that the **program selection** identified on the Student Data System for the student indicates an Alternative Education Program.
- **Once a student is registered in one Alternative course (18, 28, 38), he/she is automatically transferred to an Alternative Education Program.**
- The student enrolment, course registration, and student marks submissions are forwarded by the school to the Registrar's Office following the **same** procedures as for students enrolled in the Regular Education Program. Course registration and student marks submissions for Alternative Education Programs may be made throughout the school year. Data submissions may occur electronically (XML file transfer or web application) or through the use of paper forms (found in *Registrar’s Handbook for School Administrators*).

3. Transfer Procedures: Alternative Education Program to Regular Education Program

- A transfer plan for a student wishing to move from an Alternative Education Program into the Regular Education Program must include:
 - an assessment of the student’s current level of knowledge and skills attained in each course in the Alternative Education Program
 - a determination of additional requirements for that student to attain credit recognition in a course in the Regular Education Program.
- The student should receive recognition for knowledge and skills already attained that match those of the Regular Education Program, and the student should be placed at the appropriate level for successful course completion in the Regular Education Program.
- When a student wishes to transfer from an Alternative Education Program to a Regular Education Program, the principal must submit to the Regional

Superintendent of Children's Services a written request to transfer the student. The written request should include:

- a current transcript for the student
- other supporting documentation or test results (i.e., work examples, teacher observations, and achievement levels) that would support the recommendation to transfer.
- The Regional Superintendent of Children's Services and the Regional Superintendent of Curriculum and Instruction, in consultation with the Registrar's Office and the school division personnel, will:
 - identify any requirements of the Regular Education Program that are missing in the student's program
 - propose a transfer plan for the student
 - complete *Form A-4*.
- Once signed by the Regional Superintendent of Children's Services and the Regional Superintendent of Curriculum and Instruction, *Form A-4* will be forwarded to the Registrar's Office.
- Once approved and signed by the Registrar, *Form A-4* will be returned to the Regional Office, with a copy retained by the Registrar's Office. The Regional Office will forward a signed copy of *Form A-4* to the school and school division office.
- Once the Registrar's approval of the transfer plan has been received by the school, the Registrar's Office will make the necessary changes and the printed transcript will then reflect the changes.
- When the transfer from an Alternative Education Program is approved by the Registrar's Office and the student completes 11, 21, 31 or 10, 20, 30 courses, these courses will replace the 18, 28, 38 courses noted on the student's transcript.

Section III

Form A: Intent to Develop and Initiate an Alternative Education Program

A school division intending to seek authorization for an Alternative Education Program is required to establish the need for the program prior to development. **Early confirmation of need by Saskatchewan Learning must precede the actual development and submission of an Alternative Education Program, which can be made up of one or more courses.**

Do you understand fully the impact an Alternative Education Program will have on students as described on page 8?

Yes

No

This form must be submitted to the Regional Office no later than **March 1**. Use attachments if additional space is required.

1. Application information

School Division Number	School Division	Region
------------------------	-----------------	--------

Street Address/P.O. Box	City/Town	Postal Code
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Alternative Education Program (check one) Grade 10 Grade 11 Grade 12

Number of Students	Date of Commencement	Expiry Date
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2. List course titles

Form A-1: Specific Description of an Alternative Education Program

This form must be submitted to the Regional Office of Education no later than **May 1** for approval in the first year of implementation. Significant changes require a resubmission of this form.

Do you understand fully the impact an Alternative Education Program will have on students as described on page 8?

Yes No

1. Application information

School Division Number School Division Region

Street Address/P.O. Box City/Town Postal Code

Alternative Education Program (check one) Grade 10 Grade 11 Grade 12

Number of Students Date of Commencement Expiry Date

2. List Alternative Education course titles (18, 28, 38)

3. Name the schools in which the Alternative Education Program is offered and identify them by their seven digit school code. (Attach a list if more space is required.)

School Number School Name School Number School Name

School Number School Name School Number School Name

School Number School Name School Number School Name

4. Description of students

Include:

- The special characteristics of the students that necessitate an Alternative Education Program
- The student referral process for enrolment in this program
- The criteria for student enrolment in an Alternative Education Program
- School Division Policy and Guidelines that pertain to Alternative Education Programs

5. Designing the Alternative Education Program

a) Are there to be courses included that are adopted from another school division?

If yes, please attach a complete copy of that school division's approved *Form A-1* and *Form A-2*.

If no, are these courses modelled after the submission of other school division(s)?
Please indicate name(s) of school division(s).

b) Rationale – Please describe the intent or purpose of the program including a general definition of changes to be brought about in the students as a result of this program.

6. Course descriptions

For each course being approved, please attach a detailed description of the following:

- Course title
- Foundational objectives
- Learning objectives/outcomes for each foundational objective
- Scope and sequence of knowledge and skills
- Provide a list of **all key resources**, both print and non-print, including author, copyright date, title, place of publication, publisher, and format description (e.g., book, video, workbook). The list of key resources might also include program support personnel, mentors, organizations, and electronic resources such as databases and World Wide Web sites.

Note: Saskatchewan Learning's approval of this course does not imply formal evaluation and recommendation of the materials listed.

- Explanation of how the Common Essential Learnings have been incorporated (refer to *Understanding the Common Essential Learnings: A Handbook for*

Teachers, Saskatchewan Education, 1988 and to *Objectives for the Common Essential Learnings*, which are available online at www.sasklearning.gov.sk.ca/docs/policy/cels/celobj.html)

- Examples of instructional approaches (refer to *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, 1991).
- Examples of assessment and evaluation techniques (refer to *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, 1992).
- Description of course evaluation and renewal process.

(See Appendix E: Program Development Checklist.)

Authorization:

Director of Education/Superintendent/Designate

Date

Form A-2: Alternative Education Program Approval

Name of School Division

Region

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

Alternative Education Program (check one) Grade 10 Grade 11 Grade 12

Course Title (to be completed by Regional Office)	Course Code (to be completed by the Registrar's Office)	Course Title (to be completed by Regional Office)	Course Code (to be completed by the Registrar's Office)

Comments:

Approved	
_____ Date	_____ Regional Director of Education

<p><i>For Completion by Regional Office:</i></p> <p>Authorization (Initial and indicate school year)</p> <p>Year 1 _____</p> <p>Year 2 _____</p> <p>Year 3 _____</p> <p>Year 4 _____</p> <p>Year 5 _____</p>	<p><i>For Completion by Registrar's Office:</i></p> <p>Approved/Entered for:</p> <p>___ Year 1 (20 __) _____</p> <p>___ Year 2 (20 __) _____</p> <p>___ Year 3 (20 __) _____</p> <p>___ Year 4 (20 __) _____</p> <p>___ Year 5 (20 __) _____</p> <p style="text-align: right;">_____ Date Entered</p> <p style="text-align: right;">_____ Signature</p>
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3. Credit Plan at a Glance

Program	Credits		
Required Courses of Study	Grade 10 Completion Date	Grade 11 Completion Date	Grade 12 Completion Date

Specified Areas of Study	Grade 10, 11, or 12 Completion Date	Grade 11 or 12 Completion Date

Electives	Grade 10, 11, or 12 Completion Date	Grade 11 or 12 Completion Date

Grade Standing	Grade 10 (minimum 8 credits)	Grade 11 (minimum 16 credits)	Grade 12 (minimum 24 credits)

4. School Approval:

Date

Date

Teacher

Principal

5. Saskatchewan Learning Approval:

Date

Date

Date

Regional Supt. Curriculum &
Instruction

Regional Supt. Children's
Services

Assistant Registrar, Student
Records

Appendix A

The following sections, subsections, and clauses of *The Education Act, 1995* and *The Education Regulations, 1986* provide the legislative authority for the development and implementation of Alternative Education Programs.

The Education Act, 1995

- 4 (1) The minister may:
- (f) prescribe the subjects of instruction and issue courses of study for each year or grade from kindergarten to Grade 12, or any combination of those grades as may be classified as Elementary, Middle and Secondary Levels, for all schools;
 - (g) prescribe compulsory and optional subjects and course requirements for completion of a grade or year of study;
 - (h) authorize a course of study developed by a school and approved by the board of education or the conseil scolaire to be taught as an alternative, or in addition, to a course or courses prescribed by the department;
- 86 With respect to francophone education areas, fransaskois schools, and the division scolaire francophone, the conseil scolaire shall:
- (j) subject to the regulations, authorize and approve the courses of instruction that constitute the instructional program in each fransaskois school;
- 142 (1) Subject to the other provisions of this Act, every person who has attained the age of six years but has not yet attained the age of 22 years has the right:
- (b) to receive instruction appropriate to that person's age and level of educational achievement.
- 143 (1) Subject to the other provisions in this Act, every person who has attained the age of six years but has not attained the age of 22 years and whose parent is a minority language adult has the right:
- (b) to receive instruction appropriate to that person's age and level of educational achievement in courses of instruction approved by the conseil scolaire:
- 168 (3) Pursuant to subsection (2), the content of any of the courses of study taken by a pupil or a group of pupils may be altered, augmented or otherwise adjusted in any manner that the teacher considers advisable in the interests of the pupil or pupils.
- 176 (1) Subject to subsection (2), the basic program of studies and the courses of study used in a school are to be consistent with the regulations and with any directives that the minister may issue.

- (2) With the approval of the minister, a board of education may authorize the implementation of a course of study that has been developed within the school division for use in any of the schools in the school division, and that course may be recognized for credit purposes in accordance with the regulations.
- 177 Subject to the regulations, the program of studies provided in a school shall be approved by the board of education or the conseil scolaire in consultation with the principal and on the recommendation of the director.
- 185 (1) Subject to the regulations, courses of vocational education and occupational training may be provided where it is considered advisable by the board of education or the conseil scolaire.
- 231 (2) A teacher shall:
- (b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;

The Education Regulations, 1986

PART VI Basic Program and Course of Study INTERPRETATION

21 In this Part:

- (c) **“course of study”** means a statement of the aims and objectives and scope of content and the nature of the material to be studied in a given subject or area of study at a given grade level;
- 23 (1) The courses of study that may be used in schools are those authorized by the minister and issued in curriculum guides, bulletins or directives.

25 The department shall:

- (a) classify Grades 10, 11, and 12 courses of study in the level 10, 20, and 30 series of courses respectively;
- (b) maintain a policy statement describing the course numbering system; and
- (c) determine the prerequisites and number of credits associated with each course of study.

The Education Act and the Department of Learning policies regarding courses of instruction are consistent with *The Canadian Charter of Rights and Freedoms* and *The Saskatchewan Human Rights Act*.

Appendix B: The Role of the Adaptive Dimension

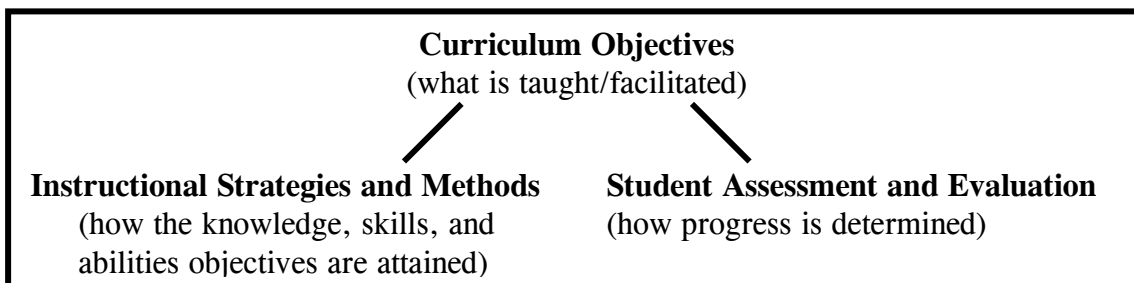
The Adaptive Dimension enables all teachers to respond to the learning needs of students. In order to assist students to achieve the learning objectives of the course, teachers may make changes and adjustments to three variables of the course or area of study:

- **Curriculum** (e.g., variations to content including themes, topics, and resources; assessment of curriculum concepts and skills; student evaluation)
- **Instruction** (e.g., instructional strategies and methods; teacher reflection; pacing; timing of instruction)
- **Learning environment** (e.g., classroom climate; student groupings; support services; physical setting)

However, these adjustments **do not include changes to the curriculum objectives**. This means that although the themes, topics, and resources may be changed, the way the teacher presents information and involves the students in learning may change, and how the classroom is structured may change, the objectives outlined in the curriculum do not change. Teachers use a variety of approaches and resources to help their students achieve the curriculum objectives. (Refer to Figure 3 for further clarification.)

The decisions a teacher makes regarding how curriculum objectives can best be achieved will guide how the course will be taught and, in turn, how the students will be assessed. Adaptations to what students learn and to how they have learned require that assessments allow students to demonstrate their learning in a variety of ways and in ways that complement classroom instruction. Each of the three variables is intrinsically linked to the other, with the learning objectives providing the guidance for all decisions.

Figure 3: Interaction Among Curriculum Variables



From: *The Adaptive Dimension in Core Curriculum* (Saskatchewan Education, 1992).

If students require a qualitatively different program with objectives that differ from the provincially developed course of study, the school division may develop the following:

- an Alternative Education Program and/or
- a Functional Integrated Program.

The policies outlined in this document provide guidelines for school personnel in providing options to students who require programs qualitatively different from the course offerings of the Regular Education Program.

Appendix C: Additional Alternative Education Courses

There is a very real need for students in an Alternative Education Program to gain hands-on practical skills by engaging in Practical and Applied Arts (PAA) courses. The PAA curricula provide significant flexibility, and some students will be able to earn regular credits in PAA courses. PAA courses designated as 18, 28, and 38 courses may be developed as required through the same procedure as other courses.

From the wide array of PAA modules, objectives may be chosen to meet the needs of the students or appropriate related objectives may be developed. These may be offered as pure courses, such as Food Studies 18 or Construction and Carpentry 18, or as PAA Survey courses such as PAA Survey A18. It is recommended that the course development be parallel to the Regular Program. For example, because there are two courses in Food Studies, 10 and 30, Alternative Education courses of Food Studies 18 and 38 could be developed. Similarly, because there are six survey credits available, six Alternative Education PAA credits could be earned: PAA Survey A18, B18, A28, B28, A38, B38. These courses will need to have the same approval process as all other Alternative Education courses.

Career and Work Exploration 18, 28, and A38 are required PAA courses in an Alternative Education Program at Grades 10, 11, and 12 respectively. Schools may also develop Career and Work Exploration B38, which would then parallel the regular credits. Schools wishing to provide more work placements than the Career and Work Exploration credits would provide may choose to develop other Practical and Applied Arts (PAA) courses, either survey or pure courses that include a work study component.

Practical and Applied Arts (PAA) courses may incorporate a significant amount of work study. Regular pure courses allow up to 50 hours of work study, and regular survey courses allow up to 40 hours, including the Work Study Preparation and Follow-up module. To accommodate the recognized importance of work study for students in Alternative Education Programs, the work study component in pure Alternative Education PAA courses, such as Construction and Carpentry 18, may be extended to 70 hours; in a survey course such as PAA Survey A18, work study, in combination with the preparatory module, may be extended to 60 hours.

Recording of modules for 18, 28, or 38 survey courses in the Student Data System is **not** required as it is for regular PAA courses.

An example of an Alternative Education Practical and Applied Arts Survey course (one that is made up of objectives from or related to at least three curricula) could include objectives from:

- Food Studies:
 - Kitchen Basics
 - Kitchen and Food Safety
 - Baking Basics
 - Canada's Food Guide and Beyond

- Life Transitions:
 - Personal Self-knowledge
 - Time Management
 - Career Services and Supports
 - Human Sexuality
 - Independent Living
- Construction and Carpentry:
 - Introductory Safety
 - Layout and Hand Tools
 - Introductory Wood Projects
- Crop Production Technology:
 - Farm Safety
 - Farm Equipment Maintenance and Repair
 - Field Crops in Saskatchewan

As well, up to 60 hours of the course could be spent in a work placement related to one of these areas. The above example illustrates a course made up of topics from modules from only four of over 35 PAA curricula. All the PAA curricula are online on the Evergreen Curriculum.

Appendix D: Specified Areas of Study

Health Education/Physical Education	
Grade 10	Grade 11 or 12
Wellness 10	Physical Education 20 or 30

Social Science Courses		
Grade 10	Grade 11	Grade 12
History 10 or Native Studies 10 or Social Studies 10	One additional credit required at Grade 11 or 12 from: History 20 Native Studies 20 Social Studies 20 Economics 20 Geography 20 Psychology 20	History 30: Canadian Studies Native Studies 30: Canadian Studies Social Studies 30: Canadian Studies Economics 30 Geography 30 Psychology 30 Law 30

Arts Education/Practical and Applied Arts Courses

Arts Education

Arts Education 10, 20, 30
 Band 10, 20, 30
 Choral 10, 20, 30
 Dance 10, 20, 30
 Drama 10, 20, 30
 Music 10, 20, 30
 Visual Art 10, 20, 30

Practical and Applied Arts (PAA)

Accounting 10, 20, 30
 Agriculture Studies 30
 Autobody 10, A20, B20, A30, B30
 Career and Work Exploration 10, 20, A30, B30
 Clothing, Textiles and Fashion 10, 30
 Commercial Cooking 10, 20, 30
 Communication Production Technology 10, 20, 30
 Construction and Carpentry 10, 20, 30
 Cosmetology 10, 20, 30
 Cow/Calf Production 10, 20, 30
 Crop Production 10, 20, 30
 Dairy Production 10, 20, 30
 Design Studies 10, 20
 Drafting and Computer-Aided Design 10, 20, 30
 Electrical and Electronics 10, 20, A30, B30
 Energy and Mines 10, 20, 30
 Entrepreneurship 30
 Feedlot Production 10, 20, 30
 Food Studies 10, 30
 Forestry Studies 20, 30
 Horticulture 10, 20, 30
 Housing 30
 Information Processing 10, 20, 30
 Interior Design 30
 Life Transitions 20, 30
 Machining 10, 20, 30
 Mechanical and Automotive 10, A20, B20, A30, B30
 PAA Survey A10, B10, A20, B20, A30, B30
 Photography, Photographics, and Graphic Arts 10, 20, 30
 Pork Production 10, 20
 Sheep Production 10, 20, 30
 Theatre Arts 20, 30
 Tourism, Hospitality, and Entrepreneurship A30, B30
 Upholstery 10, 20, 30
 Welding 10, 20, A30, B30
 Wildlife Management 10, 20, 30

Appendix E: Program Development Checklist

As school division personnel complete the required documentation in the approval process for an Alternative Education Program, the following checklist may be of use in ensuring that appropriate procedures have been carried out. The intent is to assist school divisions in preparing documents for submission and approval and to make the process transparent and easily accomplished.

Intent to Develop and Initiate an Alternative Education Program (*Form A*)

This form is intended to assist the school division in exploring the viability of a proposed Alternative Education Program or individual courses of study before going through the entire developmental process. *Form A* will provide a brief summary of the proposed courses of study that will allow Saskatchewan Learning personnel to best advise the school division applicants on the next steps.

Check the following:

- Is the identification information complete?
- Have students, parent(s)/caregiver(s), and other school personnel agreed with enrolment in an Alternative Education Program?
- Is a list included of all of the schools intending to implement the proposed Alternative Education courses of study?
- Has clear information been included to determine whether the proposed courses are original to the school division or adopted from another school division?
- Does the intent clarify the rationale/need for the Alternative Education Program development?
- Has a description of the target audience been included? Does the description include a summary of the needs of the student that necessitates course development?
- Is a brief description of each course content (topics, themes, content areas) included?
- Has the school division Director of Education authorized the form prior to submission to Saskatchewan Learning?

Specific Description of an Alternative Education Program (*Form A-1*)

Form A-1 is intended to provide a detailed description of the proposed program(s)/course(s) of study and the target audience. Identification details for the schools implementing the proposed course are also included.

Check the following:

- Is the identification information complete?
- Is a list included of all of the schools intending to implement the proposed Alternative Education courses of study?

- Has clear information been included to determine whether the proposed courses are original to the school division or adopted from another school division?
- Does the intent clarify the rationale/need for the Alternative Education Program development?
- Is there a detailed content outline for the proposed Alternative Education courses of study included in the application (including purpose, foundational objectives with related learning objectives, topics, themes, content areas)?
- Are objectives for the Common Essential Learnings addressed where appropriate?
- Are Aboriginal content and perspectives addressed where appropriate?
- Is gender equity addressed within the activities, language, and resources used?
- Is a range of resources (e.g., human, video, print) listed?
- Are career development competencies integrated throughout the course?
- Is a range of instructional approaches being used? Is this indicated in the content outline?
- Is a bibliographical list of instructional materials attached to the proposed course outline?
- Has copyright clearance been addressed regarding any materials included in the application?
- Are student assessments and evaluations described in the proposal? Are assessments and evaluations linked to the objectives of the proposed course outline?
- Is there a description of the program development tasks that will be undertaken in the pilot year and beyond? How will the applicants know if the course has been successful or if amendment/redesign is required?

Alternative Education Program Approval (*Form A-2*)

Form A-2 will be generated by Saskatchewan Learning to indicate the status of the proposed program/courses of study. When the courses for the program are approved, the courses will be registered and a course code applied. This information will be sent to the school division by Regional Office for distribution to the schools implementing the approved Alternative Education Program.

After receiving the approval page, the school division checks the following:

- Has the approval page, *Form A-2*, been sent to all schools that intend to implement the Alternative Education courses?
- Has the information on *Form A-3* been entered correctly? Does it reflect the appropriate year in the five-year cycle of approval?
- Has the school division attached *Form A-2* to *Form A-1*, so that a complete file for the course has been established locally?

- Have conditions and suggestions detailed on the approval page, *Form A-2*, been discussed with the developer(s), and have arrangements been made to address the concerns or conditions in a timely fashion?

Monitoring: Alternative Education Program (Division Summary) (*Form A-3*)

- Is the information included on *Form A-3* specific to particular Alternative Education courses of study an accurate reflection of the program year in the five-year cycle of approval?
- Have school division personnel reviewed *Form A-3* and made plans for revision, renewal, or completion of use of the various courses listed?
- Do schools have this information on file so as to know which courses are available for use in a particular school year?

Transfer Plan: Alternative Education to Regular Education (*Form A-4*)

- Have the student's skills and knowledge for each Alternative Education course been assessed?
- Have the additional requirements been determined in order to transfer a student from an Alternative Education Program to a Regular Education Program?
- Has a written request, including transcripts and supporting documentation, been sent to the Regional Superintendent of Curriculum?
- Has the school received a copy of the signed *Form A-4* from the Registrar's Office?

Other

Program Evaluation

- Is there a description of the program development tasks that will be undertaken in the first year and beyond?
- How will the applicants know if the courses have been successful or if amendment/redesign is required?

Specific Information

- Are any unique characteristics of the courses or target audience (e.g., special resource, community request, specific need) clearly described in both *Form A* and *Form A-1*?

Authorization

- Is the board of education aware of the plan to implement the Alternative Education Program? Have appropriate permissions been granted?
- Are all necessary signatures in place?

Appendix F: Frequently Asked Questions

1. What are the course type designations that appear on the transcripts?

- R** **Regular** – 10, 20, 30 designation – courses designed for the majority of the students
- A** **Advanced** – 10A, 20A, 30A and 10(IB), 20(IB), 30(IB) (International Baccalaureate program), and 30(AP) (Advanced Placement program) designations – courses that are academically advanced
- M** **Modified** – 11, 21, 31 designation – courses with a reduced level of difficulty
- AE** **Alternative Education** – 18, 28, 38 designation – courses designed for special needs students that are qualitatively different from the Regular or Modified courses

2. What courses can be used to meet specific program requirements?

- **Regular Program** (for both English and Fransaskois) includes courses that are:
 - 100% department specified objectives (designated 10, 20, 30)
 - Modified at the local level – advanced (designated 10A, 20A, 30A) and Basic (designated 11, 21, 31) that have a minimum of 50% department specified objectives
 - Locally Developed (designated L) that may be up to 100% local (original) objectives and content while still at a level of difficulty consistent with other department courses for regular education
 - part of a recognized International Baccalaureate program (designated IB)
 - part of a recognized Advanced Placement Program (designated AP)
 - effective September 1997, one special project credit may be used as an elective.
- **Bilingual Program** indicates completion of a minimum of 12 credits taken in French in addition to meeting the Regular Education Program requirements with the exception of the language arts area. A minimum of four credits taken in French is required for Grade 10; eight for Grade 11; and twelve for Grade 12.
- **Adult 12 Program** – (for a person who is at least 18 years of age and has been out of school for one year or 19 years of age).
 - An adult may obtain Grade 12 standing with seven credits without having completed previous grades. A minimum of five credits must be at the 30 level.
 - Compulsory courses are English Language Arts A30 and English Language Arts B30; one of Social Studies 30: Canadian Studies, History 30: Canadian Studies, or Native Studies 30: Canadian Studies; plus one credit from each of

the mathematics and science areas of study at the 20 or 30 level; plus two elective credits at the 30 level.

- A prior learning credit may be used as an elective.
- **Alternative Education Program** is an approved locally developed program designed to meet special needs of students who require curricula that are qualitatively different from the Regular Education Program. Each grade level consists of a minimum of eight courses and may include various combinations of Regular and Alternative courses. Students may receive standing in Alternative Grade 10, Alternative Grade 11, and Alternative Grade 12.
- **Alternative Adult 12 Program** – (for a person who is at least 18 years of age and has been out of school for one year or 19 years of age).
 - An adult may obtain Grade 12 standing without having completed previous grades with a minimum of seven credits, five of which must be at the 38 level.
 - Compulsory courses are: Language Arts/Communication A38, Language Arts/Communication B38, Career and Work Experience 38, and Mathematics at either the 28 or 38 level, plus three electives at the 18, 28, or 38 level.
 - Regular Education courses (including locally modified courses) may be used.
- **Functional Integrated Program** is designed for students with severe multiple or cognitive disabilities who require individual programs. Students do not receive credits for individual courses. Rather the program is outlined on an individualized Personal Program Plan.

3. How do we register home schooled students?

- According to *The Home-based Education Program Regulations* when parents exercise their right to home school they assume the responsibility to select and direct the program. Parents must ensure that the program is not inconsistent with the *Goals of Education* for Saskatchewan and not inappropriate for the age and ability of the student.
- Home-based educators use a variety of instructional material to educate their children. Such diversity makes it impractical and inappropriate to evaluate and approve individual Home-based Education Programs. Rather than approve programs, school divisions register home-based educators in accordance with *The Home-based Education Program Regulations*.
- According to the *Credit Policy for Secondary Schools*, to graduate from high school, a student must register in and complete 24 credits from programs recognized by Saskatchewan Learning (includes the Alternative Education Policy).

- A second policy under which students can complete a high school standing is the *Adult 12 Policy*. This policy allows adult students (18 years and out of school for at least one year) to complete Grade 12 without having completed previous grades.
- If you require assistance in the placement of a home schooled student contact your Regional Office.

4. What does “suppression of marks” mean?

- When a student is moving from the Alternative Education Program to the Regular Education Program a Transfer Plan is required. This plan is completed through the Regional Office. As a result of the Transfer Plan and once a student has met the requirements for a regular grade standing, the Alternative Education credits can be suppressed. The credit information will no longer appear on a student’s transcript but will continue to be stored in the central registry.
- For suppression of marks to occur, a Transfer Plan must be in place and approved.

5. What do I do when a student requires a longer period of time to complete a course (e.g., completes Math 18 or Math 11 over two years)?

- On the new Student Data System (SDS), students are registered in a class under a specific teacher. The end date of a class can be changed by the school if the entire class requires extra time to complete the course. This can be done by the individual in your school who is responsible for submitting course registration information to the Department of Learning.
- If an extension is required for an individual student (i.e., not the whole class) please phone Student Records at 306-787-6086 for assistance in changing the end date.

6. What is the process for seeking approval for an Alternative Education Program if I work in a First Nations School, an Independent School, or a Custody or Care School?

- First Nations Schools, Independent Schools, and Custody or Care Schools seek approval for Alternative Education Programs pursuant to policy and procedures established in this document.

7. How is the level of cognitive ability determined?

- Cognitive ability is determined through administration and interpretation of a cognitive assessment conducted by a qualified educational psychologist.

8. What is an educational history?

- An educational history is the gathering of all information relevant to a student's educational experience over time. This would include, but not be limited to:
 - academic achievement
 - attendance
 - physical and/or mental health issues
 - personal information relative to education
 - involvement with outside agencies.

9. What is an educational “team”?

- An educational team may be comprised of, but not limited to, the following:
 - parent(s)/caregiver(s)
 - student
 - classroom teachers
 - special education teacher/learning assistance teachers
 - guidance/career counsellor
 - school social worker
 - administrator
 - educational psychologist
 - outside agency personnel
 - other.

10. Should a student with behaviour problems be placed in an Alternative Education Program?

- A student of average cognitive ability who demonstrates behavioural difficulties should not be placed in an Alternative Education Program. No one criterion should ever determine program placement for a student. The educational team should determine through assessment and examination of the educational history information if the placement is appropriate.

Appendix G: Examples

1. Guidelines for Student Admittance to Alternative Education Program
2. Student Agreement for Placement in an Alternative Education Program
3. Parental/Caregiver Permission for Student Placement in an Alternative Education Program
4. Guidelines for Consultation When Applying for an Alternative Education Program

Example 1: Guidelines for Student Admittance to Alternative Education Programs

Generally, most students should be able to successfully complete the Regular Education Program (Secondary Level). In some cases, appropriate adaptations may be required and applied as outlined in *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992. However, there may be occasions when the learning objectives in a specific area of study may not be appropriate for a student. Students in Grades 10 to 12 may be placed in Alternative Education Programs if the learning outcomes of the Regular Education Program are too rigorous.

An Alternative Education Program may be considered for a student who:

- is at least 14 years, 8 months old
*Note: This reflects the age at which a student would typically be entering the tenth grade
- has below average cognitive functioning
- is four or more grade levels behind peers academically
- has not experienced success in a Regular Education Program
- has significant problems with attendance/motivation and work habits
- is at risk for dropping out of school
- requires life skills and vocational training.

Students who possess one or more of these characteristics **do not** necessarily require an Alternative Education Program.

Selection Process for Admittance into an Alternative Education Program:

1. The learning assistance teacher (special education teacher) recommends a student for an Alternative Education Program. This recommendation has been discussed with the student, parent(s)/caregiver(s), regular classroom teacher(s), school administrator, career guidance counselor, school division coordinator of student services, and any other consultants or agencies directly involved with the student. The placement has been deemed appropriate by the school administration and team members.
2. Achievement and cognitive assessments have been completed prior to making a final placement decision.
3. The following information has been provided to parent(s)/caregiver(s) and students prior to placement in an Alternative Education Program:
 - a. program goals and content
 - b. differences between Regular and Alternative Education Programs

- c. differences between Regular and Alternative Education Programs as they apply to entry into post-secondary education
 - d. methods of program delivery
 - e. rationale for recommending an Alternative Education Program.
4. Based on discussions and assessments, the principal, along with the student and his/her parent(s)/caregiver(s), will make a decision as to program placement.
5. If the decision has been made to place the student in an Alternative Education Program, parent(s)/caregiver(s) and student must sign a form indicating their agreement. Once the decision is made to place the student in one Alternative Education course, the student will be in an Alternative Education Program for his or her remaining high school years unless application is made for a transfer and approved by Saskatchewan Learning.
6. Only Alternative Education courses at the 18, 28, and 38 levels that have been approved by Saskatchewan Learning may be used. Administrators should consult with their school division personnel to determine status of approval. Copies of these programs will be available from the principal or learning assistance teacher.
7. A Personal Program Plan should be developed for every student on an Alternative Education Program.

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Example 2: Student Agreement for Placement in an Alternative Education Program

Student: _____ Grade: _____

School: _____

I have discussed and fully understand the following:

- program goals and content
- differences between Regular Education and Alternative Education Programs
- differences between a Regular Grade 12 and an Alternative Education Grade 12 diploma and implications for career and post-secondary choices
- methods of program delivery
- reason for recommending the program.

I, _____ (student's name) agree
with placement in an Alternative Education Program at the _____ grade level.

Signature of Student

Date

Note: This agreement form must be completed each year the student is in an Alternative Education Program. A copy must be provided for the parents and student, with the original attached to the student's Personal Program Plan (PPP) and retained in the student's school file.

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Example 3: Parental/Caregiver Permission for Student Placement in an Alternative Education Program

Name _____ Date of Birth _____

Grade _____ School _____

As a result of formal and informal assessment and consultation with parent(s)/caregiver(s), teachers, and educational personnel, it is the recommendation of the educational team that your child be placed in the Alternative Education Program described below (include grade level and specific course(s) 18, 28, or 38).

Parental Consent Statement

I clearly understand the recommendation and hereby give permission for the Alternative Education Program placement described above. I understand the rationale for and the implications of this placement and realize that my child:

- (a) will be working on Alternative 18, 28, and 38 level course(s) and other agreed-upon courses
- (b) will not meet the current admission requirements for post-secondary educational institutions
- (c) may discontinue the Alternative Education Program; however, my child will be required to complete all Regular Education courses in order to graduate with a Regular Education Grade 12.

Date

Signature of Parent or Guardian

Signature of Parent or Guardian

This form must be completed at the beginning of each school year and filed in the student's cumulative file.

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Example 4: Guidelines for Consideration When Applying for an Alternative Education Program

1. Description of Students

- a) What are the special characteristics of the students that necessitate an Alternative Education Program?

Students who have below average cognitive ability and experience difficulties in a number of academic areas and whose needs cannot be met through the Regular Education Program, Secondary Level courses even when the Adaptive Dimension is applied, would be considered candidates for this Alternative Education Program.

2. Recommendations for Student Enrolment in an Alternative Education Program

In order to be enrolled in this program:

- a) the student must be at least 14 years, 8 months of age
*Note: This reflects the age at which a student would typically be entering the tenth grade.
- b) a written recommendation must be made by the educational team composed of the student, parent(s)/caregiver(s), principal, teacher(s), and other professionals

Also, the following criteria must be met:

- a) the student's reading achievement is below the Grade 4 level as measured by a standardized test
- b) the student has been working on a qualitatively different educational program throughout most of his/her school career
- c) the student is at risk or at potential risk for dropping out of school
- d) the student has been administered a cognitive assessment within the past three years that indicates below average cognitive ability.

3. Examples of Instructional Approaches (also refer to *Instructional Approaches: A Framework for Professional Practice*, Saskatchewan Education, 1991):

- peer coaching
- cooperative learning
- tutorial instruction
- concept webbing
- sharing circles
- teacher directed
- interactive participation
- multi-sensory instruction
- resource-based learning
- computer-assisted instruction
- independent study
- lecture.

4. Assessment and Evaluation Techniques (also refer to *Student Evaluation: A Teacher Handbook*, Saskatchewan Education, 1991).

Assessment and Evaluation of Student Achievement and Learning

The following assessment and evaluation techniques may be employed depending upon the subject area and the nature of the course. A variety of methods should be used to evaluate student progress in any one area including:

- written and oral assignments – projects, reports, presentations, group work
- checklists, rating scales, and rubrics
- anecdotal records
- work portfolios
- tests and quizzes
- attendance records.

Evaluation Criteria (standards of achievement)

Standards of achievement are based upon the student's progress in relation to the goals and objectives established for the student and documented in the Personal Program Plan (PPP) as well as the goals and objectives of the alternative education courses.

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