

ALTERNATIVE EDUCATIONAL SERVICES

Background

Generally, most students should be able to successfully complete the regular education program. In many cases, appropriate adaptations and responsive teaching practices 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/outcomes in a specific area of study are not appropriate for a student. Students who are in Kindergarten to Grade 9, and under the age of 14 years, 8 months, will continue to receive most of their programming within the regular classroom, but will require an Inclusion and Intervention Plan (IIP) to outline the learning outcomes and instructional strategies for the student. Students in Grades 10 to 12 may be placed in Modified Courses or Alternate 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

Other characteristics of a student considered for an Alternative Education Program may include:

- 5 or more grade levels behind peers in core subject areas;
- does not have potential for success in a regular or modified program of study;
- requires life skills and vocational training;
- has significant problems with attendance/motivation/work habits;
- is at risk for dropping out of school; and/or
- has a history of low achievement and significant student services involvement (assessment, intervention and programming).

An Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities, behavioral disorders, mental health impairments, or for whom English is a second language or dialect.

Procedures

Selection process for admittance into an Alternative Education Program:

1. The student support teacher recommends a student for an Alternate Program. This recommendation is discussed with the student, parents or guardians, regular class teacher(s), school administrator, career guidance counselor, Student Services Coordinator, and any other consultants or agencies as 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 must be provided to parents and students prior to placement in an Alternative Education Program:
 - 3.1 program goals and content;
 - 3.2 differences between Regular, Modified and Alternative Education Programs;
 - 3.3 differences between Regular and Alternative Grade 12 diploma;
 - 3.4 differences between Regular and Alternative Education Programs as they apply to entry into career and post-secondary institutions;
 - 3.5 method of program delivery; and
 - 3.6 rationale for recommending an Alternative Education Program.
4. Based on discussions and assessments, the educational team, including the student support teacher, the principal, the Student Services Co-ordinator, the student and his/her parent(s)/caregiver(s), will make a decision as to the 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 complete and sign Form 220-1 and Form 220-2 indicating their agreement. Once the decision is made to place the student in one Alternative course, the student will be on an Alternative Education Program his or her remaining high school years unless application for transfer is made and approved by the Ministry of Education.
6. Only Alternative Education courses at the 18, 28 and 38 levels that have been approved for the Good Spirit School Division by the Ministry of Education may be used. Administrators should consult with school division Superintendent of Education and/or Student Services Co-ordinator to determine status of approval. Copies of these programs, along with course codes, will be available from the school principal or student support teacher on the GSSD Portal.
7. The course monitoring form (each semester) and consent for placement in an Alternative Education Program (yearly) will be placed in the student's cumulative file. An Inclusion and Intervention Plan may be developed for a student on an Alternative Education Program.

Reference: Section 87, 109, 176, 177, 186, Education Act
Forms Manual: Form 220-1; Form 220-2

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