

## **ADDITIONAL EDUCATION PROGRAM - ALTERNATIVE EDUCATION**

### **Background**

The needs of most grade 10-12 students can be met through the selection of provincially developed curricula. The Adaptive Dimension allows teachers to make adjustments to any or all of the following variables: learning environment, instruction, assessment and resources.

When provincially developed courses do not meet the unique student and community needs, school divisions may provide courses and programs that differ from those that are provincially developed. In this case, school divisions may offer Additional Education Programs, which include Alternative Education Programs grades 10, 11, and 12 and Functional Integrated Programs grades 9, 10, 11 and 12.

Additional Education Programs are developed to address the strengths and needs of students requiring a different option from that provided through the Regular Education Program and does not limit access to regular education courses where deemed suitable.

An Alternative Education Program may be considered when the student demonstrates an academic history of inability to meet the grade standard outcomes with adaptations, differentiation, intervention supports based on school and division academic data and multi-method assessment review has been completed.

In specific circumstances, Alternative Education Courses may also be considered if one or more of the following impacting factors are present. The student:

- is significantly behind peers in core subject areas;
- 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:

- mild conceptual limitations or moderate limitations in functioning that do not directly affect academic performance or potential;
- specific learning disabilities;
- external factors impacting educational engagement (e.g., attendance, behavioural, mental health, frequent transitions); and.
- lack of proficiency in the language of instruction in the school.

### **Procedures**

1. Schools are expected to consider, prior to enrollment in Alternative Education Courses, as many Regular Education Courses as possible when planning for a student.

2. The student support teacher (SST) recommends a student for an Alternate Program. This recommendation is discussed with the student, parent(s)/guardian(s)/caregiver(s), teacher(s), school administrator, grad coach, student services consultant and any other consultants or agencies as deemed appropriate by the school administration and team members.
3. When a teacher recommends a student for an Alternative Education Program it is discussed with the SST, school administrator, grad coach, student services consultant, and school psychologist prior to discussion with parents/guardians/caregivers and student.
4. A multi-method assessment is carried out by obtaining information from several sources (the student, parent/caregiver/guardian, school personnel, school division professional supports personnel) and reviewing the student's academic records. This information supports discussion among the collaborative team regarding the student's current level of functioning across multiple areas. Assessment should encompass several tools: informal assessment procedures, norm-referenced measures, observations, and interviews.
5. School teams may use the Multi-Action Planning Systems (MAPS) meeting template or the Alternative Program Meeting Agenda (Appendix 221-3) to guide discussion with the student, family and school team.
6. The following information must be provided to parents and students prior to placement in an Alternative Education Program:
  - 6.1 program goals and content;
  - 6.2 differences between Regular and Alternative Education Programs;
  - 6.3 differences between Regular and Alternative Grade 12 diploma;
  - 6.4 differences between Regular and Alternative Education Programs as they apply to entry into career and post-secondary institutions;
  - 6.5 method of program delivery, assessment and evaluation process; and
  - 6.6 rationale for recommending an Alternative Education Program.
7. Based on discussions and assessments, the educational team, including the student support teacher, the principal, the student services consultant the student and his/her parent(s)/caregiver(s)/guardian(s), will make a decision as to the program placement.
8. If the decision has been made to place the student in an Alternative Education Program, parent(s)/caregiver(s)/guardian(s) and student completes and signs Form 220-1 and Form 220-2. The decision to place the student in an Alternative course designates the student in an Alternative Education Program their remaining high school years unless application for transfer is made and approved by the Ministry of Education. The signed forms are stored in the student's cumulative folder. If the parent or student decline the decision, Form 211-1, Decline of Services, Interventions or Programming is completed.

9. 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 the Superintendent of Learning and/or student services consultant 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.
10. Schools will review placement at the end of each year to ensure opportunities for Regular Educational Programming are offered, where appropriate, for the next year. At this time the school team will connect with the student and family to review path to graduation, successes, and adjustments to programming and re-sign Form 220-1 and 220-2.
11. An Inclusion and Intervention Plan may be developed for a student enrolled in 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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