

2016

**Policy, Guidelines and Procedures
for Alternative Education Programs**

Alternative Grade 10, 11 and 12

Table of Contents

Preface	3
Introduction.....	3
Policy.....	6
Guidelines.....	10
Roles and Responsibilities.....	12
School Division	12
Schools	12
Ministry of Education.....	13
Procedures.....	14
Alternative Education Program and Course Approval.....	14
Alternative Education Program Submission Timelines.....	15
Student Registration	15
Transfer Procedures: Alternative Education Program to Regular Education Program	15
Appendices	
A: Legislative Authority	16
B: The Role of the Adaptive Dimension	18
C: Actualizing a Needs-Based Model	19
D: List of Approved Alternative Education courses, 2016-17	20
E: Checklist for Alternative Education Course Development	21
F: Sources of Information on Core Curriculum	22
G: Broad Areas of Learning	23
H: Cross-curricular Competencies	24
I: Infusion of First Nations and Métis Content, Perspectives and Ways of Knowing	26
J: Outcomes and Indicators	28
K: Aims for Areas of Study	29
L: Goals for Areas of Study	30
M: Questions for Inquiry	32
N: Accessing Locally Developed Report: Course Type: Alternative Education Course Information from the Student Data	33
O: Sample Student Agreement for Placement in an Alternative Education Program Sample Parental/Guardian Agreement for Student Placement in Alternative Education Program	34
P: Application Process for Alternative Education Programs and Alternative Education Courses	36
Q: Transfer Plan: Alternative Education Program to Regular Education	37

Preface

This document, *Policy, Guidelines and Procedures for Alternative Education Programs: Alternative Grade 10, 11 and 12, 2016* replaces *Policy, Guidelines and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12, September 2006*. It is designed to assist school and school division personnel in the development and implementation of Alternative Education Programs.

Any reference in this document to a board of education or board is deemed to include the conseil scolaire, First Nations schools, Independent schools, custody and care schools, and post-secondary sites that have been approved by the Ministry of Education to offer Secondary Level courses.

Introduction

Overview of Education Programs

Saskatchewan's education system is founded on shared values, actions and commitment to addressing the needs of individual learners using a Student First approach. The Ministry of Education embraces a Student First approach to education that puts the student front and centre. Student First focuses on what matters most – the student. Using Student First thinking, we ask ourselves “*What difference does this make for the student?*” and “*How can we work together to achieve this?*”

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:

- Provincial core curriculum;
- Locally modified courses; and,
- Locally developed courses.

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; and,
- Functional Integrated Programs.

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

Figure 1: An Overview of Education Programs

Regular Education Programs			Additional Education Programs	
			Alternative Education Programs	Functional Integrated Programs
Designed and Approved as Individual Courses			Designed and Approved as Individual Courses	Designed and Approved as a Complete Program
*Successful completion of credit requirements provides a Regular Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement</i> .			* Successful completion of credit requirements provides a Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement –Alternative Education</i> , but it does not provide a Regular Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement</i> .	Transcript indicates the completion of an approved Functional Integrated Program.
Locally Modified Advanced Course 10A, 20A, 30A	Core Curriculum 10, 20, 30	Locally Modified Basic Course 11, 21, 31	Alternative Education Courses 18, 28, 38	Inclusion and Intervention Plan (Functional Integrated Programs are not described as individual courses)
<ul style="list-style-type: none"> • 100% of Core provincial curriculum outcomes PLUS school division developed advanced outcomes 	<ul style="list-style-type: none"> • 100% of Core provincial curriculum outcomes 	<ul style="list-style-type: none"> • At least 50% of Core provincial curriculum outcomes PLUS school division developed outcomes 	<ul style="list-style-type: none"> • Contain less than 50% of Core provincial curriculum outcomes and/or school division developed outcomes appropriate for student’s strengths and needs. • Credit requirements may be fulfilled by various combinations of Regular (which includes modified) and Alternative Education Courses 	<ul style="list-style-type: none"> • Areas of focus <ul style="list-style-type: none"> ○ Academic ○ Communication ○ Personal Management ○ Social Competence & Social Networks ○ Leisure/Recreation/Physical Wellness ○ Career/Work Exploration ○ Task Performance/Work Habits ○ Other (e.g., cognitive development, orientation/mobility, motor) • Transition Planning
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) outcomes. • Designed to meet local needs. 				
Note: The Adaptive Dimension is designed to assist students to meet the outcomes of approved curricula, courses and programs (Locally Modified Advanced, Core, Locally Modified Basic, Alternative Education, and Functional Integrated). Refer to Appendix B and The Adaptive Dimension for K-12 Students Adaptations may include: Adapt Instruction, Assessment, Learning Environment and Resource Selection.				
Students are supported through the following three key principles of a needs-based approach (Refer to Appendix C): Actualizing a Needs-Based Model <ul style="list-style-type: none"> • inclusionary philosophies and beliefs; • responsive instruction, interventions and supports; and, • interprofessional collaboration. 				
*Please refer to Time Allocations and Credit Policy (1.1) section in the Registrar’s Handbook				

Figure 2: Alternative Education Program Credit Policy

The following chart outlines the credit policy for secondary education in Saskatchewan.

Areas of Study	<u>Regular Education Program</u> <i>(Locally Modified Advanced Course, Core, Locally Modified Basic Course)</i>	<u>Alternative Education Program</u> <i>(Various combinations of Regular, which includes Modified, and Alternative Education Courses)</i>
English Language Arts	5	5
Mathematics	2	2
Science	2	1
Social Sciences	3	1
Health Education/Physical Education	1	1
Arts Education/Practical and Applied Arts	2	1
SUB-TOTAL	15	11
Electives	9	13
TOTAL	24	24

At least 5 credits must be at the Grade 12 level

- Alternative Education Programs may include various combinations of Regular (which includes modified) and Alternative Education Courses. Refer to [Saskatchewan Curriculum](#), [Locally Developed Courses](#), [Locally Modified Courses](#) and Alternative Education Courses.
- Prerequisites that apply in the Regular Education Program also apply when those courses are used in an Alternative Education Program.
- To meet the credit requirements of an Alternative Education Grade 12 standing, a student must complete a minimum of 24 credits.
- One credit typically relates to 100 hours of classroom instruction.
- Career and Work Exploration, Family Studies and Life Skills courses are highly recommended electives.
 - Additional electives should be selected and tailored to the strengths and needs of the student.
- Refer to pages seven and eight for Alternative Education Adult 12 requirements.

Note:

- **A course designated 18, 28 or 38 cannot be used toward credit requirements for a Grade 12 Regular Education *Transcript of Secondary Level Achievement*.**
- **If an Alternative Education credit appears on a student’s transcript, and the student has successfully met all the credit requirements for a Grade 12 Regular Education *Transcript of Secondary Level Achievement*, the Alternative Education credit does not affect the student’s Regular Education Transcript.**
- **With approval, Alternative Education Courses (18, 28, 38) will only be offered in the following subject areas of study:**
 - English Language Arts
 - Mathematics
 - Science
 - Social Sciences
 - Family Studies
 - Life Skills

Policy

Authority

The Education Act, 1995:
Subsections 4 (1)(f)(g)(h), 86(j), 142(1), 143(1)(b), 168(3), 176(1)(2), 185(1); section 177 and subsection 231(2)(b);

The Education Regulations, 2015
Sections 2(1), 30, 31 and 32.

Refer to Appendix A.

Intent

All Saskatchewan students have access to appropriate educational programs that optimize their individual strengths and address their individual needs to become lifelong learners and engaged citizens with a sense of self and community.

It is expected that provincial curricula are utilized as intended. In some cases there may be a need to adapt instruction, assessment, learning environment and learning resource selection to meet the needs of the individual student.

An Alternative Education Program is designed for students who are unable to meet the learning outcomes of a Regular Education Program (including Modified Courses).

Careful consideration by all parties must be given to ensure students are appropriately placed in an Alternative Education Program.

Policy Statement

Alternative Education Programs are developed with a student focus on meeting the strengths and needs of students who require a qualitatively different education program from the Regular Education Programs. **Credits obtained from Alternative Education Course(s) (18, 28, and 38) cannot be used toward the completion of a Regular Education Program requirement. This may affect a student's future career choices including entrance to post-secondary institutions.**

The Ministry of Education **expects** school divisions to have Student First focused policy, guidelines and procedures to address the strengths and needs of students enrolling in Alternative Education Program.

School divisions **must**:

- Consult with the student and parent(s)/guardian(s) using a collaborative team approach regarding placement decisions for Alternative Education Program. Discussions must ensure that the student and the parent(s)/guardian(s) clearly understand the intent of the Alternative Education Program as well as the benefits and implications for career and post-secondary choices.
- Seek approval from the Ministry of Education prior to commencing an Alternative Education Program or offering Alternative Education Course(s).

- Ensure appropriate, evidence-based, formal and informal assessment has occurred to inform appropriate student educational placement.
- Ensure that students are **not** enrolled in an Alternative Education Program and that Alternative Education Course(s) are **not** offered before Grade 10.

Program Requirements

School divisions enroll students in the Student Data System with a program type of Alternative Education, Alternative Adult Secondary or Le Programme d'éducation alternative.

To receive official recognition of an Alternative Education Grade 12 Program, a student must complete a minimum of 24 credits with at least five credits at the Grade 12 level.

Refer to Figure 2 for the Alternative Education Program Credit Policy.

One credit typically relates to 100 hours of classroom instruction.

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.

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. All student final mark records for a student enrolled in an Alternative Education Program must be submitted to the Ministry of Education Student Data System. Refer to the Registrar's Handbook for information on submitting data. The student's transcript indicates the completion of an Alternative Grade 10, Alternative Grade 11, or Alternative Grade 12.

Transfer procedures must be followed to facilitate a student's request to transfer from an Alternative Education Program to a Regular Education Program. The transfer plan can be accessed from www.edonline.sk.ca. The following principles apply:

- Students transferring from an Alternative Education Program to the Regular Education Program must meet credit requirements under the 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.**
- The transfer plan must be approved by the Ministry of Education.

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 the Ministry of Education 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 Alternative, Modified, and/or Regular.
- Locally developed courses may be used to meet elective requirements.
- Course credit requirements are:
 - English Language Arts A30, A31 or A38;
 - English Language Arts B30, B31 or B38;
 - Mathematics 20, 21, 28, 30 or 38; and,
 - Four electives at the 20 or 30 level.*
 - *Career and Work Exploration is a highly recommended elective.
 - *Additional electives should be selected and tailored to the strengths and needs of the student.

Definitions

Regular Education Programs - Successful completion provides a Regular Saskatchewan Grade 12 *Transcript of Secondary Level Achievement* including credits attained in:

- Locally Modified Advanced courses;
- Core courses; and,
- Locally Modified Basic courses.

Note: *Alternative Education Course(s) do not fulfill the credit requirements of Saskatchewan Grade 12 Regular Education Programs.*

Additional Education Programs (not equivalent to Regular Education Programs) - These programs **do not** provide a Regular Saskatchewan Grade 12 *Transcript of Secondary Level Achievement* and include:

- Alternative Education Programs; and,
- Functional Integrated Programs.

Collaborative Team – should include:

- the student;
- parent(s)/guardian(s);
- school personnel (e.g., classroom teachers, student support services teacher, guidance counsellor, school administrators);
- school division personnel (e.g., student support services coordinator or consultant, psychologist or other division-based staff); and,
- may include personnel from outside agencies who are involved with the student (e.g., health providers).

Guidelines

Rationale for Placement in an Alternative Education Program

An Alternative Education Course is designed for students who are unable to attain a passing mark in a Provincially Developed, Locally Developed or Locally Modified (Basic) course even after the student's strengths and needs are identified and the Adaptive Dimension has been applied extensively to support the student's learning ([The Adaptive Dimension for K-12 Students](#)). To guide the decision making in meeting the student's needs, it is imperative to use a needs-based service delivery approach ([Actualizing a Needs-Based Model](#)).

Considerations for Placement in an Alternative Education Program:

1. The results of a comprehensive and holistic informal and formal assessment process.
2. A comprehensive review of the student's strengths and needs by a collaborative team using a holistic approach. This team should include:
 - the student;
 - parent(s)/guardian(s);
 - school personnel (e.g., classroom teachers, student support services teacher, guidance counsellor, school administrators);
 - school division personnel (e.g., student support services coordinator or consultant, psychologist or other division-based staff); and,
 - may include personnel from outside agencies who are involved with the student (e.g., health personnel).
3. Current and historical information, informal observations, academic performance and the student's level of functioning across different settings.
4. Informal assessment that **must** include a variety of relevant assessments that:
 - are authentic (e.g., reviewing student work samples and work portfolios);
 - are content-based assessments (e.g., written and oral assignments, classroom tests); and,
 - include sharing of information and appropriate recommendations.
5. Formal assessment **must**:
 - be completed by a qualified or certified practitioner (i.e., registered psychologist, physician, psychiatrist);
 - be current, valid and reliable;
 - include informal assessment information and background information (previous report cards and cumulative file review);
 - include sharing of information and appropriate recommendations;

- **indicate impairments for which the effects are at least moderate and prolonged;** and,
- demonstrate impairments that markedly limit functioning in the conceptual domain (academic, abstract thinking, problem solving) all or substantially all of the time.¹

Those involved in the decision to enroll a student in an Alternative Education Program must carefully consider the benefits and implications of such a placement. Everyone included in the collaborative team must review the *Policy, Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11 and 12, 2016* with particular attention given to the rationale and implications as outlined.

Placement in 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;**¹

(For example, a student may have limitations in social, communication, behavioural, and independent functioning, but be able to meet the learning outcomes and/or objectives of the Secondary level Regular Education Program when the Adaptive Dimension is applied).

- with specific **learning disabilities;**
- with **inadequate educational opportunities** (e.g., poor attendance, behavioral considerations); and,
- with a **lack of proficiency in the language of academic instruction.** This may include students who speak a language other than English and are not fluent in English when they come to school. These students may include:
 - First Nations students;
 - Métis students;
 - Inuit students;
 - Hutterite students;
 - newcomer students and children of recent newcomers;
 - refugees; and,
 - international students.

Implications of Placement in an Alternative Education Program

Those involved in the decision to enroll a student in an Alternative Education Program must carefully consider the implications of such a placement. Everyone included in the collaborative team must review the Alternative Education Policy, Procedure and Guidelines documents with particular attention given to the rationale and implications as outlined.

An Alternative Education course cannot be used to meet the credit requirements of the Regular Education Program (e.g., ELA 38 will not meet the credit requirements of a Regular Saskatchewan Grade 12 program).

¹ American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition, DSM-5*. Arlington, VA: American Psychiatric Publishing.

Completion of an Alternative Education Grade 12 program does not currently meet the regular admission requirements for many career choices and post-secondary programs such as university and Saskatchewan Polytechnic programs.

Completion of an Alternative Education Grade 12 program may impact employment opportunities.

School divisions must retain a signed copy of an informed understanding form. Samples are available in Appendix O.

Program Guidelines and Student Enrollment

It is expected that school divisions have policies and/or procedures regarding:

- placement criteria for enrolling students in an Alternative Education Program;
- collaboration with students and parent(s)/guardian(s) in making placement decisions for Alternative Education. **Discussions should affirm understanding of the intent of the Alternative Education Program and the benefits for the student, implications for graduation, post-secondary limitations and future employment limitations. Students and their parent(s)/guardian(s) must be made aware that an Alternative Education course does not meet the credit requirements for a Regular Saskatchewan Grade 12 Transcript of Secondary Level Achievement;**
- ongoing assessment and evaluation of student achievement appropriate to the individual student's strengths and needs for appropriate program placement; and,
- annual evaluation of approved Alternative Education Program.

School divisions are expected to consider using as many of the Provincially Developed, Locally Developed and Locally Modified Courses of study as possible to meet student needs when the needs-based model and Adaptive Dimension have been fully implemented, prior to using Alternative Education Courses.

Students will vary in their individual program needs and the pace at which they will be able to complete an Alternative Education Program. School divisions are expected to be flexible to facilitate 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. Refer to the [Registrar's Handbook](#) for information on submitting data to the Student Data System.

Samples of a signed agreement for students and parent(s)/guardian(s) that outlines the benefits and the implications of enrolling a student in an Alternative Education Program is available (Refer to Appendix O: Sample Consent Forms).

When enrolling students in an Alternative Education Program, the school must ensure that the **program selection** identified for the student on the Student Data System indicates an Alternative Education Program.

A student must be in **Grade 10** to be enrolled in an Alternative Education Program.

Roles and Responsibilities

The process to ensure that students receive appropriate educational programming suited to their educational needs and abilities is a shared responsibility among students, parent(s)/guardian(s), the school divisions and the Ministry of Education.

School Divisions

School division personnel are responsible for:

- Assisting in identifying students who are best served through an Alternative Education Program.
- Developing guidelines to meet diverse learning needs.
- Raising the awareness of school staff regarding Alternative Education Programs.
- Working with school staff to determine appropriate programs to meet the diverse needs of individual students who are unable to meet the learning outcomes and/or objectives of the Regular Education Program even after the Adaptive Dimension has been extensively applied.
- Ensuring that students, parent(s)/guardians(s) and school personnel understand the benefits and implications of being registered in an Alternative Education Program.
- Consulting with the Ministry of Education and submitting appropriate online applications prior to offering an Alternative Education Program.
- Requesting approval to offer Alternative Education.
- Requesting access, following approval of the Alternative Education Program, to existing Alternative Education Course(s) or submitting the newly developed course(s) for approval.
- Developing an Alternative Education Program and adopting/adapting/developing Alternative Education Course(s) that meet the student's strengths and needs.
- Generating the Locally Developed Report Course Type: Alternative Education Course on the [Student Data System](#) to monitor expiration dates of courses (Refer to Appendix N: Accessing Locally Developed Course Information from the Student Data System).
- Monitoring, evaluating and updating course(s) and programs as student's needs change.

Schools

School personnel are responsible for:

- Being aware of students who are unable to meet the learning outcomes and/or objectives in the Regular Education Program (Provincially Developed, Locally Developed, and Locally Modified Courses) even though the Adaptive Dimension and responsive instruction, interventions and supports have been used extensively.
- Working with the student, parent(s)/guardians(s), teachers and others to create an educational history of the student.
- Collaborating with the student, parent(s)/guardian(s) and school division personnel and outside agencies (when appropriate) regarding placement decisions for Alternative Education.
- Collaborating with school division personnel in developing the Alternative Education Program according to the guidelines in this document.
- Providing ongoing monitoring of the program courses to ensure that the learning outcomes, and/or objectives, content, instructional strategies and structure meet the needs of the students.

- Submitting student enrolment and demographic information, providing course registration information and submitting student marks to the Registrar's Office. Refer to the *Registrar's Handbook* for information on submitting data to the Student Data System.
- Delivering the program and course(s) as described in the approved application.

Ministry of Education

The responsibility for consultation and approval of program and course submissions from school divisions is shared among a number of areas within the Ministry of Education. Approval is granted by the Director of Instruction.

The Ministry of Education is responsible for:

- Reviewing and approving requests for Alternative Education Programs from school divisions.
- Informing the requesting school division the status of the approval.
- Collaborating with the Registrar's office when a request for transfer from an Alternative Education Program to a Regular Education Program is submitted.
- Responding to inquiries and referring requests to appropriate personnel regarding the development of an Alternative Education Program.
- Reviewing Alternative Education Course(s) submitted by school divisions, making suggestions, and approving or denying course approvals.
- Forwarding notification of course approval to the Registrar's Office.

Student and Educator Services (Registrar's Office) is responsible for:

- supporting schools and school divisions with:
 - The electronic transfer of student demographic data to enroll a student in a specific school program on the Student Data System.
 - Registering courses and programs, assigning new course codes when a new course is approved, entering the approval on the Student Data System (SDS) for that school and/or school division and recording student-specific course registration.
 - Recording student marks for Secondary Level courses and producing student transcripts.

Procedures

Alternative Education Program and Course Approval

The Ministry of Education provides consultative support to school division personnel who are responsible for Alternative Education Programming. Consultation includes assistance with policy clarification and submission procedures.

Before implementing an Alternative Education Program, the school division must apply online (www.edonline.sk.ca) by completing the *My Program* application process for review by the ministry. The deadline for application is March 1st. If the program outline is approved, the school division may proceed with course selection and/or course development by accessing *My Courses*. After a school division receives approval for an Alternative Education Program, the school division receives an automatic access to the approved Alternative Education Courses. School divisions may be approved to offer an Alternative Education Program for a five year period. If an Alternative Education Program is required at the end of the five year cycle, the school division must resubmit an application for renewal.

School divisions are encouraged to adopt or adapt approved Alternative Education Courses that have been created by other school divisions. A list of approved Alternative Education Courses is available in the Appendices section of the Alternative Education Programs Portal (Refer to Appendix D: Approved Alternative Education Courses).

If a decision is made to **adopt an existing approved course**, school divisions can access approved Alternative Education Courses through the *My Courses* section of the Alternative Education Programs Portal.

If a decision is made to **adapt or develop a new course**, the school division completes the *Specific Description of an Alternative Education Course* application process (Refer to Appendix E: Checklist for Course Development and refer to Appendices F, G, H, I, J, K, L, M for essential components of curriculum). The course is either approved, approved with revisions or denied.

Alternative Education Courses become the property of the Ministry of Education upon approval.

When a new course is approved, the Registrar's Office is notified, a course code is assigned and the course approval is entered into the Student Data System. The Director of Education or designate is notified. The original course submission with supporting documentation is retained by the submitting school division in the director of education's or designate's office.

Alternative Education Courses are approved for the duration of the provincial curriculum upon which the Alternative Education Course was developed. When the provincial curriculum is renewed, school divisions will receive an expiration date for their Alternative Education Course in that area of study. An application process will then occur for approval of a new Alternative Education Course that is based on the renewed provincial curriculum.

Refer to Appendix P: Application Process for Alternative Education Programs and Alternative Education Courses.

Students will not be registered and should not be taught an Alternative Education Course until the course has been approved.

Alternative Education Program Submission Timelines

	School Year
Deadline for submission of Stage 1: <i>Intent to Offer and Initiate an Alternative Education Program</i>	March 1

Student Registration

When enrolling students in an Alternative Education Program, the school must ensure that the **program selection** identified for the student on the Student Data System indicates 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 for students enrolled in the Regular Education Program. Refer to the *Registrar's Handbook* for information on submitting data to the Student Data System. 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 direct entry using the Web application).

Transfer Procedures: Alternative Education Program to Regular Education Program

When a student intends to transfer from an Alternative Education Program to a Regular Education Program, the school division must complete the online Transfer Plan: Alternative Education Program to Regular Education Program at www.edonline.sk.ca.

The student should receive recognition for course outcomes already attained that match those of the Regular Education Course(s). The student should be placed at the appropriate level for successful course completion in the Regular Education Program.

The Ministry of Education staff will consult with the school division personnel about the proposed transfer plan.

Once the transfer plan is approved by the ministry staff, the Director of Education or designate of the school division is notified. The original course submission with supporting documentation is retained by the ministry and the Director of Education's or designate's office.

The Registrar's Office will make the necessary changes on the Student Data System and the student's profile will reflect the approved changes.

When the transfer from an Alternative Education Program is approved by the Registrar's Office and the student successfully completes 11, 21, 31 or 10, 20, 30 courses, **the Alternative Education Course(s) will be suppressed on the official student transcript but will remain on the student profile.**

Refer to Appendix Q: Transfer Plan: Alternative Education Program to Regular Education Program.

Appendix A: Legislative Authority

The following sections, subsections, and clauses of *The Education Act, 1995* and *The Education Regulations, 2015* 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.
- 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.

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.

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, 2015

Part I

Preliminary Matters

2(1) Definition of course “course” means a course of study.

PART IX

Educational Program

Courses

30 The courses that may be used in schools are those authorized by the minister and issued in curriculum guides, bulletins or directives.

Instructional time per course

31 The principal, in consultation with the teachers and the director, or a person designated in writing by the director, shall determine the instructional time to be allocated to each course, within the guidelines issued by the minister.

Classification of courses

32 The ministry shall determine the prerequisites and number of credits associated with each course.

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 is used by **all educators to support the achievement of all students** within the context of Saskatchewan's curricula. The Adaptive Dimension consists of making adjustments to the following variables:

Learning environment: A positive learning environment is built on healthy relationships that include a system of supportive and caring teachers, student connectedness and parent/guardian involvement.

Instruction: Instruction builds on students' prior knowledge and understanding, and considers students' interests, learning styles, perspectives, preferences and linguistic and cultural backgrounds.

Classroom assessment practices: Effective educators use a variety of assessment strategies and procedures to adapt to student needs and broaden individual abilities and learning styles. They vary the types of assigned learning tasks to accommodate for student interest, ability, language, culture and choice.

Resources: Application of the Adaptive Dimension in resource selection includes accessing relevant and credible resources that reflect the diversity of students in their abilities, perspectives, identities, interests, experiences, cultures and ways of knowing.

The Adaptive Dimension enables teachers to respond to student diversity including their strengths and needs, interests, backgrounds and life experiences.

Within the context of the Adaptive Dimension, curricular outcomes are not changed.

Source: [The Adaptive Dimension for K-12 Students](#), 2017, Ministry of Education

Appendix C: Actualizing a Needs-Based Model

Please refer to the [Actualizing a Needs-Based Model](#).

Appendix D: List of Approved Alternative Education Courses, 2016-17

<ul style="list-style-type: none">• English Language Arts A18• English Language Arts B18• English Language Arts 28• English Language Arts A38• English Language Arts B38
<ul style="list-style-type: none">• Mathematics 18• Mathematics 28• Mathematics 38
<ul style="list-style-type: none">• Science 18• Health Science 28• Environmental Science 28
<ul style="list-style-type: none">• Social Studies 18• Social Studies 28• Social Studies 38
<ul style="list-style-type: none">• History 18• History 28• History 38
<ul style="list-style-type: none">• Native Studies 18• Native Studies 28• Native Studies 38
<ul style="list-style-type: none">• Family Studies 18• Family Studies 28• Family Studies 38
<ul style="list-style-type: none">• Life Skills 18• Life Skills 28• Life Skills 38

Appendix E: Checklist for Alternative Education Course Development

As school division or education authority personnel complete the required applications in the approval process for Alternative Education Courses, the following checklist may be used to ensure that appropriate procedures have been followed. The intent of this checklist is to provide assistance in preparing documents for submission and approval, and to make the process transparent and easily accomplished.

Please note that Alternative Education Course applications must be submitted by the school division or education authority, rather than individual schools. When a course is approved, the course will be registered and a course code applied. This information, along with the expiration date, will be sent to the school division or education authority. **Students must not be registered in a course before approval has been received.**

Please note that all approved Alternative Education Courses will be kept on file at the Ministry of Education and shared upon request with school divisions and education authorities.

- Course title
- Area of study
- Broad Areas of Learning
- Outcomes and Indicators (Refer to *Renewed Curricula: Understanding Outcomes*, Ministry of Education, 2010).
- Cross-curricular Competencies
- Recommended prerequisites (if applicable)
- Course purpose and description (general explanation of learning expectations)
- Components and initiatives of Core Curriculum (i.e. First Nations and Métis content and perspectives, gender equity, multicultural education, resource-based learning, etc.)
- Aim and Goals
- Questions for Inquiry
- Examples of range of instructional approaches used (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)
- Key Resources (current, available, print and non-print resources listed in bibliographic format)
- Description of course evaluation and renewal process
- Copyright (Applicants are responsible for ensuring that copyright laws are followed. Developers are responsible for obtaining all appropriate copyright clearances for their course and providing evidence of copyright clearance as part of the submission. Course materials that appear to demonstrate copyright infringement will not be approved.)
- File upload (attach a copy of your course)

Appendix F: Sources of Information on Core Curriculum

The following list of documents may assist you in the development of an Alternative Education Course of Study:

[*Renewed Curricula: Understanding Outcomes*](#) (2010)

- to help course developers with writing of the outcomes and indicators and inquiry learning

[*The Adaptive Dimension for K-12 Students*](#) (2017)

- to help course developers consider how differentiated instruction can be addressed in the course

[*Inspiring Success: Building Towards Student Achievement*](#) (2009)

- to help course developers with infusion of First Nations and Métis content, perspectives, and ways of knowing

[*Treaty Education Outcomes and Indicators*](#) (2013)

- to help course developers infuse treaty education into the course where appropriate

[*Deepening the Discussion: Gender and Sexual Diversity*](#) (2015)

- to help course developers consider implications for instruction and their use of gender inclusive language

[*Digital Citizenship Education in Saskatchewan Schools*](#) (2015)

- to help course developers incorporate digital citizenship into the course where appropriate

[*Multicultural Education: A Policy Document*](#) (1994)

- to help course developers infuse multicultural content and perspectives where appropriate

[*Learning Resources Evaluation Guidelines*](#) (2013)

- to help course developers when selecting key resources to support their course

Appendix G: Broad Areas of Learning

Note to Writer: The Broad Areas of Learning reflect the desired attributes for Saskatchewan's PreK-12 students. The descriptions below show the knowledge (factual, conceptual, procedural, metacognitive) that students will achieve throughout their PreK-12 schooling career.

Sense of Self, Community, and Place

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development, and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages, and practices from the First Peoples of Saskatchewan and from the diversity of cultures in our province. Through these relationships, students demonstrate empathy and a deep understanding of self, others, and the influence of place on identity. In striving to balance their intellectual, emotional, physical, and spiritual dimensions, students' sense of self, community, and place is strengthened.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant, and reflective as they imagine, explore, and construct knowledge. They demonstrate the understandings, abilities, and dispositions necessary to learn from subject discipline studies, cultural experiences, and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with, and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society, and Growing with Change)

Students demonstrate confidence, courage, and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social, and economic sustainability of local and global communities. Their informed life, career, and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty, and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

Appendix H: Cross-curricular Competencies

Although described separately, the cross-curricular competencies (i.e., Thinking, Identity and Interdependence, Literacies, and Social Responsibility) are interrelated. They are intended to embrace the Common Essential Learnings and support student achievement of subject area outcomes and, ultimately, the provincial Goals of Education (as expressed through the Broad Areas of Learning).

For more information please refer to [Renewed Curricula: Understanding Outcomes](#) (Ministry of Education, 2010)

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural, and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively, and critically in a variety of situations, both independently and with others.

K-12 Goals:

- Think and learn contextually
- Think and learn creatively
- Think and learn critically

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment, and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others, and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others, and the ability to contribute to a sustainable future.

K-12 Goals:

- Understand, value, and care for oneself (intellectually, emotionally, physically, spiritually)
- Understand, value, and care for others
- Understand and value social, economic, and environmental interdependence and sustainability

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy, and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and making sense of ideas, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the ability to understand, critically evaluate, and

communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

K-12 Goals:

- Construct knowledge related to various literacies
- Explore and interpret the world using various literacies
- Express understanding and communicate meaning using various literacies

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space to engage in dialogue, address mutual concerns, and accomplish shared goals.

K-12 Goals:

- Use moral reasoning processes
- Engage in communitarian thinking and dialogue
- Take social action

Appendix I: Infusion of First Nations and Métis Content, Perspectives and Ways of Knowing

First Nations and Métis peoples have insights into learning that recognize “two ways of knowing”, acknowledging holistic learning along with Western education concepts of learning. Engaging First Nations and Métis peoples in educational planning and decision making will increase the learner’s potential to experience both Indigenous and Western methodologies within the educational setting.

The Ministry of Education supports the foundational infusion of First Nations and Métis ways of knowing and Treaty education at all grade levels and in all curriculum areas. The belief systems and worldviews of First Nations and Métis peoples are based on recognizing and respecting the delicate balance of interdependence within oneself and with all living things in the environment, both tangible and intangible. Within this balance are elements of the physical, emotional, spiritual and mental, as well as teachings that have been passed down through the generations. Coming to know, understand and practise these teachings represents an individual’s lifelong learning journey and sets a goal for a lifelong pursuit to live life in balance.

Integrating First Nations and Métis ways of knowing and traditional pedagogy into the Saskatchewan education system benefits both students and teachers by engaging participants in a relational understanding about the similarities and differences between First Nations and Métis and non-Indigenous worldviews. Learners may deepen their understanding that worldviews are integral to the ways all learners experience, engage, participate in, and contribute to society.

Indigenous Knowledge:

- embodies a web of relationships within a specific ecological context;
- contains linguistic categories, rules, and relationships unique to each knowledge system;
- has localized content and meaning;
- has established customs with respect to acquiring and sharing of knowledge; and,
- implies responsibilities for possessing various kinds of knowledge.

Indigenous Knowledge systems are adaptable, dynamic systems based on skills, abilities, and problem-solving techniques that change over time depending on environmental conditions. Indigenous communities have their own knowledge holders and workers. Indigenous Knowledge is inherently tied to particular landscapes, landforms and biomes where ceremonies are properly held, stories properly recited, medicines properly gathered, and transfers of knowledge properly authenticated.

From [*Inspiring Success: Building Towards Student Achievement. First Nations and Métis Education Policy Framework*](#), (March 2009)

Treaty Education Outcomes and Indicators

Four K-12 goals for Treaty Education have been identified as the basis for building understanding and nurturing appreciation. These goals are based upon the Treaty Essential learnings (2006) and are intended to be addressed through various subject areas. These goals are:

- Treaty Relationships;
- Spirit and Intent of Treaties;
- Historical Context of Treaties, and
- Treaty Promises and Provisions.

While they are presented separately, the goals for Treaty Education can only be understood when considered as parts of a whole. The outcomes and indicators at each grade level are designed to engage learners on a journey of inquiry and discovery. When meaningfully and thoughtfully incorporated into subject areas, Treaty Education moves beyond an idea to become actualized as a belief that benefits all learners.

From [*Treaty Education Outcomes and Indicators*](#) (2013)

Appendix J: Outcomes and Indicators

Outcomes are statements of what students are expected to know, understand, and be able to do by the end of a grade in a particular area of study or Secondary level course. Therefore, all curriculum outcomes are required. Each outcome listed in Saskatchewan curricula has been identified as a priority outcome for that grade. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Critical characteristics of an outcome:

- focus on what students will learn rather than what teachers will teach;
- specify the skills and abilities, understandings and knowledge, and/or attitudes that students are expected to demonstrate;
- are observable, assessable and attainable;
- are written using action-based verbs and clear professional language (educational and subject-related);
- are developed to be achieved in context so that learning is purposeful and interconnected;
- are grade and subject specific;
- are supported by indicators which provide the breadth and depth of expectations; and,
- have a developmental flow and connection to other grades where applicable.

Indicators are representative of what students *need to know, understand, and/or be able to do* in order to achieve an outcome. Indicators represent *the breadth and the depth of learning* related to a particular outcome. The sets of indicators provided in the curriculum are not all the possible indicators. Indicators found in the curriculum documents are examples of ways that students might be asked to demonstrate achievement of an outcome.

When teachers are planning for instruction, they must comprehend the entire set of indicators to understand fully the breadth and depth of the outcomes. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives and prior learning. The teacher-developed indicators must be reflective of and consistent with, the breadth and depth that is defined by the given indicators.

Appendix K: Aims for Areas of Study

Arts Education

The K-12 aim of arts education curricula is to enable students to understand and value arts expressions throughout life.

Career Education

The aim of career education curricula is to enable all Saskatchewan students to develop essential skills and career management competencies to assist them in achieving their potential as they construct their personal life and work career.

English Language Arts

The K-12 aim of English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

Health Education

The K-12 aim of health education curricula is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

Mathematics

The K-12 aim of mathematics curricula is to have students develop the understandings and abilities necessary to be confident and competent in mathematics in their daily activities and ongoing learnings and work experiences. The mathematics program is intended to stimulate the spirit of inquiry within the context of mathematical thinking and reasoning.

Physical Education

The K-12 aim of physical education curricula is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Practical and Applied Arts

The Aim of PAA is to provide life skills to prepare students to participate as family members, community members, citizens, consumers, and producers in Canadian society.

Science

The K-12 aim of science curricula is to enable students to develop scientific literacy within the context of Euro-Canadian and Indigenous heritages, both of which have developed an empirical and rational knowledge of nature.

Social Studies and Social Sciences

The purpose of Kindergarten to Grade 12 social studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.

Appendix L: Goals for Areas of Study

Refer to provincial curriculum documents in each area of study for more detailed explanations of the following K-12 goals.

Arts Education

- Cultural/Historical (CH) - Students will investigate the content and aesthetics of the arts within cultural, historical, and contemporary contexts and understand the connection between the arts and the human experience.
- Critical/Responsive (CR) - Students will respond to artistic expressions of Saskatchewan, Canadian, and International artists using critical thinking, research, creativity, and collaborative inquiry.
- Creative/Productive (CP) - Students will inquire, create, and communicate through dance, drama, music, and visual art.

Career Education

- Change and Growth (CG) - Students will develop career management competencies through an exploration of personal change and growth.
- Connections to Community (CC) - Students will explore the connections between learning and work pathways and their connections to community.
- Life and Work Plan (LW) - Students will engage in inquiry to construct a personal life and work plan.

English Language Arts

- Comprehend and Respond (CR) - Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations/Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.
- Compose and Create (CC) - Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
- Assess and Reflect (AR) - Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Health

- Understanding, Skills, and Confidences (USC) - Students will develop the understanding, skills, and confidences necessary to take action to improve health.
- Decision Making (DM) - Students will make informed decisions based on health-related knowledge.
- Apply Decisions (AP) - Students will apply decisions that will improve personal health and/or the health of others.

Mathematics

- Logical Thinking - Through their learning of K-12 mathematics, students will develop and be able to apply mathematical reasoning processes, skills, and strategies to new situations and problems.
- Number Sense - Through their learning of K-12 mathematics, students will develop an understanding of the meaning of, relationships between, properties of, roles of, and representations (including symbolic) of numbers and apply this understanding to new situations and problems.

- Spatial Sense - Through their learning of K-12 mathematics, students will develop an understanding of 2-D shapes and 3-D objects, and the relationships between geometrical shapes and objects and numbers, and apply this understanding to new situations and problems.
- Mathematics as a Human Endeavour - Through their learning of K-12 mathematics, students will develop an understanding of mathematics as a way of knowing the world that all humans are capable of with respect to their personal experiences and needs.

Practical and Applied Arts

- Engaging students in a balance of theory and practice for lifelong learning.
- Supporting career development by providing opportunities for career awareness, exploration, and experience.
- Providing industry standard learnings to assist students to access post-secondary education, training, and employment.
- Developing the skills needed to enter, stay in, and progress in the world of work.

Physical Education

- Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Science

- Understand the Nature of Science and STSE Interrelationships - Students will develop an understanding of the nature of science and technology, their interrelationships, and their social and environmental contexts, including interrelationships between the natural and constructed world.
- Construct Scientific Knowledge - Students will construct an understanding of concepts, principles, laws, and theories in life science, in physical science, in earth and space science, and in Indigenous Knowledge of nature; and then apply these understandings to interpret, integrate, and extend their knowledge.
- Develop Scientific and Technological Skills - Students will develop the skills required for scientific and technological inquiry, problem solving, and communicating; for working collaboratively; and for making informed decisions.
- Develop Attitudes that Support Scientific Habits of Mind - Students will develop attitudes that support the responsible acquisition and application of scientific, technological, and Indigenous knowledge to the mutual benefit of self, society, and the environment.

Social Studies

- Interactions and Interdependence of Peoples and Cultures (IN) - Students will examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations.
- Dynamic Relationships (DR) - Students will analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.
- Power and Authority (PA) - Students will investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.
- Resources and Wealth (RW) - Students will examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.

Appendix M: Questions for Inquiry

Big ideas evoke inquiry questions. These questions are important in developing a deep understanding of the discipline or unit of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts, and areas of study.

Effective questions for deeper understanding:

- cause genuine and relevant inquiry into the key ideas and core content;
- provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions;
- require students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
- stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons;
- spark meaningful connections with prior learning, personal experiences, and ways of knowing; and,
- naturally recur, creating opportunities for transfer to other situations and subjects.

(Adapted from Wiggins & McTighe, 2005, p. 110)

The process of constructing questions for deeper understanding can help students grasp the important disciplinary ideas and conceptual connections that are situated at the core of a particular curricular focus or context. Effective questions for deeper understanding are the key to initiating and guiding students' investigations and critical thinking, problem solving, and reflection on students' own learning. These broad questions lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

From [*Renewed Curricula: Understanding Outcomes*](#) (2010)

Appendix N: Accessing *Locally Developed Report: Course Type: Alternative Education Course* Information from the Student Data System

Please refer to the [Registrar's Handbook - Appendices](#).

Appendix O: Sample Student Agreement for Placement in an Alternative Education Program

_____|_____
Name Date of Birth

_____|_____
School Grade

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 Transcript and implications for career and post-secondary choices;
- an Alternative Education program will not meet the requirements for a Regular Grade 12 standing.
- methods of program delivery; and,
- 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

Student passed on signing waiver

Yes

_____|_____
Principal Date

Note: This agreement form should be completed each year the student is in an Alternative Education Program.

Appendix O: Sample Parental/Guardian Agreement for Student Placement in Alternative Education Program

Name Date of Birth

School Grade

As a result of formal and informal assessment and consultation with parent(s)/guardian(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/Guardian Consent Statement

I clearly understand the recommendation and hereby give permission for the Alternative Education Program placement described above. I understand the rationale, benefits 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 be impacted in employment opportunities.
- (d) will not meet the requirements for a Regular Grade 12 standing.
- (e) 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.

Signature of Parent or Guardian Date

Signature of Parent or Guardian Date

Parent/Guardian passed on signing waiver **Yes**

Principal Date

Note: Each school year the student is in an Alternative Education Program, this form must be completed and filed in the cumulative file.

Appendix P: Application Process for Alternative Education Programs and Alternative Education Courses

“Policy, Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11 and 12, 2016”

My Program: Intent to Offer and Initiate an Alternative Education Program

- School divisions are required to complete the online process on Blackboard prior to offering an Alternative Education Program before the March 1st deadline. School divisions are also required at the end of the five year cycle to re-submit an application for renewal of the Alternative Education Program. The application must also have approval from the Director of Education or Designate.



My Courses: Specific Description of an Alternative Education Course

- Following approval of the Alternative Education Program, the school division may proceed with course selection and/or course development. School divisions are encouraged to **adopt or adapt approved Alternative Education Courses**. If a decision is made to **adopt** an existing approved course, school divisions can access approved Alternative Education Courses through the *My Courses* section of the Alternative Education Programs Portal.
- If an Alternative Education course is **adapted** or a **new course is developed**, the school division completes the online application process. The course is either approved, approved with revisions or denied.
- Upon approval of the course, the Registrar’s office is notified, a course code is assigned and the course approval is entered into the Student Data System. The Director of Education or designate is notified. The original course submission with supporting documentation is retained by the Director of Education’s or designate’s office.
- Alternative Education Courses are approved for the duration of the provincial curriculum upon which the Alternative Education Course was developed. When the provincial curriculum is renewed, school divisions will receive an expiration date for their Alternative Education Course in that area of study. An application process will then occur for approval of a new Alternative Education Course that is based on the renewed provincial curriculum.

Appendix Q: Transfer Plan: Alternative Education Program to Regular Education Program

“Policy, Guidelines and Procedures for Alternative Education Programs, Alternative Grade 10, 11 and 12, 2016”

When a student intends to transfer from an Alternative Education Program to a Regular Education Program, the school division must complete the online Transfer Plan: Alternative Education Program to Regular Education Program and submit to the Ministry of Education. The transfer form is accessible on the Alternative Education blackboard site.

The student should receive recognition for course outcomes already attained that match those of the Regular Education Course(s). The student should be placed at the appropriate level for successful course completion in the Regular Education Program.



The Ministry of Education staff will consult with the Registrar’s Office and school division personnel about the proposed transfer plan.

Once the transfer plan is approved by the ministry staff, the Director of Education or designate of the school division is notified. The original course submission with supporting documentation is retained by the ministry and the Director of Education’s or designate’s 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 on the Student Data System and the student’s profile will reflect the approved changes.



When the transfer from an Alternative Education Program is approved by the Registrar’s Office and the student successfully completes 11, 21, 31 or 10, 20, 30 courses, **the Alternative Education Course(s) will be suppressed on the official student transcript but will remain on the student profile.**