

Living Sky School Division No. 202

Administrative Procedure (AP) Manual



Procedure Name: Alternate Education			
Procedure Type:	School Operations	Implementation Date:	APR. 26, 2017
Procedure Number:	4.48	Last Approval Date:	OCT. 11, 2023
AP Owner:	Student Services Coordinator	Last Reviewed:	OCT. 11, 2023
Legal Reference(s):	<i>The Education Act, 1995 – Subsections 4(1)(f,g,h), 86(a,j), 103(1,2,3,4,5), 142(1)(a,b)(2)(a,b), 143(1)(a,b), 168(2,3), 176(1,2,3), 185(1); section 177 and subsection 231(1),(2)(b).</i> <i>The Education Regulations, 2015 – Sections 2(1), 30, 31, and 32</i>		

Background

Education in Saskatchewan promotes the development of responsible and caring people who are equipped to meet the challenges of a complex and rapidly changing world. Living Sky School Division (LSKYSD) develops these people in thoughtful and caring schools where the unique needs of each student is central to ensuring their educational journey is a success. Alternative Education Programs (ALT) are developed to meet the needs of students who require curricula that are substantially different from the regular education program.

Scope

School divisions have the responsibility to make choices that will best serve the students in their division. Alternate Education Programs are for students in Grades 10-12 whose unique needs, regardless of the use of *The Adaptive Dimension*, cannot be met within the regular education programs.

Definitions

Student Learning Team - The key people involved in supporting the student to make the best choice for their learning journey. This will include, but is not limited to; the student, the student's parent(s)/guardian(s)/caregiver(s), school and Division personnel. When applicable it will also include agency partners.

Signed Agreement - The document containing the details regarding benefits and implications of enrolling a student in the Alternative Education Program.

Roles & Responsibilities

Student

- In partnership with their learning team, the student selects courses of study that address their particular needs, interests and abilities.

School Principal/Vice-Principal

- Ensure parent/guardian consent is received and filed in the student's cumulative folder.
- Ensure the student is enrolled in the Alternate Education Program at the registrar's office
- Ensure the student is in Grade 10

School Student Services Teacher (SST)

- Provide the Student's Learning Team, Parents/Guardians and Student with required forms and documentation prior to meeting to consent to ALT program.
- Collaborate with student's learning team to determine if an IIP is required.



School and Division Personnel

- Collaborate to ensure that the decision to recommend a student for the ALT program is appropriate.

Parent(s)/Guardian(s)/Caregiver(s)

- Understand and agree to the implication of having the student enroll in the ALT program.
- Give and sign consent.
- Understand and accept programming and timeline for completing the ALT program.

The role of all of the above is to work in partnership, using a team approach, to determine and understand the specific needs, interests and abilities of the student and plan programs and courses of study that address them.

Procedures

1. The decision to move a student from the regular and/or modified education program in to an alternative education program should be based on:
 - a. A comprehensive review of the student's strengths and needs by a collaborative team using a wholistic approach,
 - b. Assessment and evaluation of the student's academic functioning as determined by qualified personnel. This assessment must indicate impairments for which the effects are at least moderate, prolonged, and markedly limit the functioning of the conceptual domain (i.e. academic, abstract thinking, problem solving),
 - c. Current and historical information, informal observations, academic performance, and the students level of function across different settings,
 - d. Informal assessments that are authentic and content-based,
 - e. The agreement, input, and signed consent (see appendix A) of the Student's Learning Team.
2. Alternate Education Programs are **not** appropriate for a student:
 - a. with mild conceptual limitations or moderate limitations in functioning that do not directly affect academic performance or potential;
 - b. with specific learning disabilities;
 - c. with external factors impacting educational engagement (i.e. attendance, behaviour, mental health, frequent transitions); and/or,
 - d. with lack of proficiency in the language of instruction in the school.
3. The following information will be provided to the Student's Learning Team during the meeting to discuss placement in the program:
 - a. Program goals and content
 - b. Differences between regular, modified, and alternate courses
 - c. Career and post-secondary implications
 - d. Method of delivery of the program
 - e. Rationale for recommending the program
4. The signed agreement will be placed in the student's cumulative file.
5. Students enrolled in an Alternate Education Program must be registered with the Registrars' Office. A student must be **in grade 10** to register in an Alternate Education Program.
6. Students will vary in their individual program needs and the pace at which they will be able to complete the Alternate Education Program. Programming is expected to be flexible in facilitating a student's completion of an Alternate Education Program.



7. An Inclusion and Intervention Plan is not required but may be considered for student(s) in an Alternate Education Program.
8. To receive official recognition of completion of an Alternate grade 12 program, the student must complete a minimum of 24 credits with at least five at the grade 12 level (table 1).
9. An Alternate Education Program may include courses from the regular program. Prerequisites that apply in the Regular Education Program also apply when those courses are used in an Alternate Education Program.
10. The Ministry of Education provides a process to facilitate a student's request to transfer from an Alternate Education Program to a Regular Education Program. The transfer plan must be entered in the ministry [EDonline portal](#). The following principles apply:
 - a. 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).
 - b. Required subjects cannot be waived.
 - c. A course designated 18, 28, 38 cannot be used toward the completion of credit requirements for the Secondary Regular Education Program.
 - d. The transfer plan must be approved by the Ministry of Education.

Table 1

Area of Study	Credits Required (can be a combination of Alt, Regular or Modified courses)
English Language Arts	5 credits
Math	2 credits
Science	1 credit
Social Studies	1 credit
Health/Phys Ed.	1 credit
Arts Ed/PAA	1 credit
Sub-Total	11 credits
Electives	13 credits
Total	24 credits

Related

[Adaptive Dimension](#)

[Policy, Guidelines and Procedures for Alternative Education Programs](#)

Appendix

4.48A Student Agreement for Placement in an Alternative Education Program