

## 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

<b>#119</b>	<b>Saskatchewan Rivers SD</b>	<b>V</b>
School Division Number <b>545 11<sup>th</sup> Street East</b>	School Division <b>Prince Albert</b>	Region <b>S6V 1B1</b>
Street Address/P.O. Box	City/Town	Postal Code
Alternative Education Program (check one)	<input checked="" type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12
<b>50</b>	<b>August 2011</b>	<b>June 2016</b>
Number of Students	Date of Commencement	Expiry Date

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

<b>Life Transitions 18</b>		

### 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.)

6310143      Big River  
School Number      School Name

5510123      Birch Hills  
School Number      School Name

6310223      Canwood  
School Number      School Name

5670104      Carlton Comprehensive  
School Number      School Name

6310313      Debden  
School Number      School Name

5510343      Kinistino  
School Number      School Name

5610823      Meath Park  
School Number      School Name

5651303      Prince Albert Collegiate  
School Number      School Name

4810813      St. Louis  
School Number      School Name

6310733      W.P. Sandin Composite  
School Number      School Name

5611513      Wesmor Community  
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 target group consists of students of high school age who experience serious difficulties for a variety of reasons. These students began their school careers in regular programs but because of their learning difficulties, have been removed from regular and modified programs and placed in alternate programs for one or more subject areas. Contributing factors to these students' learning difficulties may include the following: lower cognitive abilities, fetal alcohol spectrum disorders, substance abuse, isolation, poor school attendance patterns, involvement with the justice system, abuse, neglect and/or lack of positive role models.

- **The student referral process for enrolment in this program**

Referrals for the alternate education program are received from elementary schools, high schools and other community agencies by the Student Support Services consultant. Collaboration with parents, former teachers, counselors, social workers and any other personnel from other agencies involved with the student occurs prior to a student enrolling in the program.

- **The criteria for student enrolment in an Alternative Education Program**

Criteria for enrollment includes assessment and evaluation of the student's academic and cognitive functioning, as well a review of the student's educational history and the agreement and input of both the student and the parent(s)/guardian(s).

- **School Division Policy and Guidelines that pertain to Alternative Education Programs.**

#### **SPECIAL CLASS PLACEMENT FORM Alternative Education**

Student's name: \_\_\_\_\_  
School: \_\_\_\_\_

Birthdate: \_\_\_\_\_

**Alternative Education classes** are offered at Riverside Community School (middle years), Wesmor Community High School (Middle years and grades 9-12) and Carlton Comprehensive High School (grades 9-12).

**Alternative Education programs** are designed for students who have experienced significant and ongoing difficulties with regular education programs and would benefit from a substantially changed education program. Behavior challenges are not the primary reason for placing a student in Alternative Education. Families and students are invited to develop a Personal Program Plan with the teacher to meet the student's unique learning needs.

**The goals of Alternative Education** are to prepare students to find employment after graduation and to function as independent adults.

#### **Benefits of Alternative Education**

1. Core classes are tailored to meet the unique learning needs of the student.
2. Students are offered volunteer experiences.
3. Career and Work Exploration classes allow students to experience a variety of employment opportunities and gain valuable experiences for their resume
4. Curriculum focuses on real-life situations and challenges that they may encounter.

**I understand** that the Alternative Education program does not meet the current admission requirements for most post-secondary educational institutions.

**I understand** that one Alternative Education class at the grade 10, 11 or 12 level automatically registers my child in the Alternative Education program.

**I understand** that if my child discontinues the Alternative Education program, he or she will be required to complete all required Regular Education courses in order to graduate with a Regular Education Grade 12.

**I understand** that this placement will be reviewed as needed in order to meet my child's educational needs.

\_\_\_\_\_  
Signature of parent or guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student Support Services Consultant

\_\_\_\_\_  
Date

## 5. Designing the Alternative Education Program

a) Are there to be courses included that are adopted from another school division? **No**.

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.

The goal of the Program is to help students plan their future with confidence, responsibility and independence. The program emphasizes a commitment to literacy and life-long learning, democratic values; individual self-worth; responsible social participation; respect for individual and cultural differences; the development of a healthy lifestyle (physically, mentally, spiritually, aesthetically and recreationally); preparation for entry into the workforce; and provision of the skills, knowledge and values necessary to make a meaningful contribution to our ever changing world.

## 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](http://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:

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Director of Education/Superintendent/Designate

Date

## **Aim**

The aim of Life Transitions is to enable students to acquire and refine the knowledge, skills and abilities to plan and enhance their personal health, family life, community life, and career development in order to effectively manage the change encountered in the transitions they will face throughout life.

## **Goals**

Life Transitions centres on personal health, family, community and career, while providing students the opportunity to:

- develop a positive self-concept and the skills necessary to maintain it
- develop the attitude and skills to grow with change
- acquire and practise the skills needed to progress from dependence to independence.
- apply knowledge and skills to take charge of their lives in achieving and maintaining a positive lifestyle
- examine, reflect and act upon their personal goals and level of well-being in managing their lives as purposeful, contributing members of society.

### **Critical Characteristics of Outcomes and Indicators**

#### **Outcomes:**

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, and understandings students are expected to be able to demonstrate but not prescribe the activity
- are observable, assessable, and attainable
- are grade and subject-specific
- are supported by indicators that provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

#### **Indicators:**

- are a representative list of what students might do to show that they know and/or are able to do in order to achieve an outcome
- represent the breadth and the depth of the outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

## **Sexual Health**

**Outcome: Demonstrate an understanding of how, sexually transmitted infections including HIV and Hepatitis C infection, are transmitted and prevented.**

### Indicators

- a. Locate and evaluate, according to student-generated criteria, both sources of and information about sexual health.
- b. Identify sources of, and evaluate information about, sexually transmitted infections, including HIV and Hepatitis C.
- c. Discuss standard precautions/strategies to prevent the transmission of infectious diseases (e.g., washing hands, personal protective measures such as not sharing personal items, immunization, insect precautions, needle safety, avoiding other's body fluids, condoms, sexual abstinence).
- d. Describe ways that, sexually transmitted infections, including Hepatitis C and AIDS, are transmitted and explain ways to avoid and/or reduce the risk of infection/co-infection.
- e. Analyze sexual health supports and services in the community.

**Outcome: Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.**

### Indicators

- a. Acquire knowledge that is appropriate for students' levels of development, and directly relevant to their own sexual health needs including:
  - an informed understanding of sexuality
  - prevention of sexual health problems, including pregnancy and sexually transmitted infections (STIs)
  - enhancement of sexual health.
- b. Analyze abstinence as the healthiest and safest sexual choice for young people.
- c. Discuss sexual health choices that reduce the risk of health-compromising consequences.
- d. Assess how to raise, discuss, and negotiate sexual health issues with partners.
- e. Clarify personal standards that influence sexual health decisions.
- f. Articulate the influence of alcohol and other drugs on sexual attitudes and behaviours.

## **Anger and Stress Management**

**Outcome: Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.**

### Indicators

- a. Inventory the kinds of situations that may create anxiety for students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).
- b. Identify sources of, and evaluate information related to, anxiety and stress.
- c. Analyze physical, mental, and emotional responses (both positive and negative) to stress and anger (e.g., heightened alertness, motivation, 'fight or flight', illness, withdrawal, difficulty concentrating, difficulty eating and/or sleeping.)
- d. Inventory the kinds of situations that may create anxiety for students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).
- e. Examine stressors for which one can plan and/or over which one has control.
- f. Evaluate common ways of managing stress (e.g., physical activity, dancing, deep breathing, self-talk, smudging, meditation, listening to music).
- g. Propose healthy (e.g., exercise, sleep, self-talk, deep breathing, communicating) and unhealthy ways (e.g., substance abuse, aggression, withdrawal) of managing stress and compare related short-term and long-term consequences (i.e., physical, mental, emotional, spiritual).
- h. Determine when anxiety, anger and stress is "normal" and when professional help may be required .

**Outcome: Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.**

#### Indicators

- a. Locate and evaluate, according to student-generated criteria, both sources of and information about violence and abuse in families and communities.
- b. Discuss common definitions of “abuse” and “violence” and develop informed personal definitions of both.
- c. Assess the impact of physical, emotional, spiritual, and sexual abuse on families and communities.
- d. Determine that age does not protect one from abuse (e.g., parental, spousal, child, elder abuse).
- e. Discuss the factors that are known to contribute to abuse (e.g., stress, exposure to violence, addictions, mental health issues, poverty).
- f. Discuss the “cycle of abuse”.
- g. Demonstrate ways to support those who may be experiencing abuse or living with an abusive family member.
- h. Examine why victims of abuse sometimes keep the abuse a secret, and analyze the impact that these “secrets” have on self, family, and community.
- i. Determine that a victim of violence/abuse is never at fault or to blame for the abuse.
- j. Examine threats to personal safety and well-being at home, school, or in the community.
- k. Research sources of support for and ways of protecting oneself and others from abuse.
- l. Investigate sources of help for young people who behave in violent ways.
- m. Investigate sources of help for an abused child, an abused peer, an abused parent/spouse, an abused grandparent/elder, or a family who has a mixture of violent behaviors.



## **Nutrition**

**Outcome: Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels and nutritional facts labels).**

### Indicators

- a. Apply guidelines for healthy eating as presented in Canada's Food Guide.
- b. Determine how and where to access healthy eating information.
- c. Locate sources and evaluate information, according to specific criteria, about healthy eating.
- d. Examine the consequences of not eating healthy.
- e. Analyze persuasion, propaganda, and other techniques (e.g., loaded words, unsubstantiated claims) used by individuals or organizations to influence judgment about what foods are healthy and what foods to purchase.
- f. Track and analyze personal food consumption for one week (based on Canada's Food Guide).
- g. Analyze food labels for personal food choices for sodium, sugar, fat, and calorie content among similar products.
- h. Prepare a food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations.

# **Healthy Relationships and Parenting**

**Outcome: Students will recognize the responsibilities and commitment involved in parenting (prenatal and post-natal).**

Indicators

- a. Examine the student's level of understanding of the role of parents.
- b. List a parent's responsibilities to a child.
- c. Examine fetal alcohol spectrum disorder (shared responsibility).
- d. Examine shaken baby syndrome and neglect (basic needs).
- e. List the responsibilities of a child.
- f. List some important factors to consider when deciding if and when to become a parent.
- g. Examine and discuss effective parenting skills.
- h. Become aware of sources of help for parents in the community.
- i. Study basic first aid skills and what to do for emergencies.
- j. What is Sudden Infant Death Syndrome (SIDS), why does it occur and what measures can be taken to prevent it?
- k. Understand the physical, cognitive, socio-emotional development of an infant (development milestones).

**Outcome: Students will gain knowledge about the different types of relationships and how to be part of a healthy relationship (boyfriend/girlfriend; parents; parent/child).**

Indicators

- a. What is a successful relationship?
- b. Understanding the dynamics of family relationships.
- c. What is involved in being a good friend? (cyber safety, bullying, honesty)
- d. What is involved in dating? What does it mean to be in a committed relationship?
- e. Work place relationships- interacting with co-workers and your boss.

## **Optional Unit: Career and Work Exploration**

**Outcome: Investigate the influence of a positive self-image on one's life.**

- a. Examine the positive nature of uniqueness through an exploration of individual characteristics such as interests, likes, dislikes, physical skills, mental abilities, and strengths.
- b. Become aware of personal learning strengths (multiple intelligences).
- c. Identify skills you possess.

**Outcome: Investigate various aspects of careers and their requirements.**

- a. Explore the question, "Why are there benefits to preparing for one's life and work paths?"
- b. Examine at least one occupation through an exploration of work information such as occupational description, working conditions, earnings, and education/training requirements.
- c. Identify multiple work types such as part-time, full time, seasonal, and contract to assess personal interests and preferences.

**Outcome: Discover how to look for a job and apply for a job.**

- a. How do you find a job?
- b. Identify the jobs you qualify for and the steps one must take to apply for the position.
- c. Prepare and complete job application forms, resumes and cover letters.

## Print and Non-Print Resources

Community Organizations (Sexual Health Clinic, Wellness Center)

Evans, Lisa and Jeff Wackett. Choices and Changes: A Sexual Health Program. Yukon Government, 2001.

Harmeyer, Kathleen M. Everyday Life Skills (text). Circle Pines: AGS Publishing, 2003.

Health Canada. Canada Food Guide Website.  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Hunter, Judy and Sheila Phillips. Personal Relationships. Dunstable: Folens Limited, 2000.

InJoy Productions. Sex Smart for Teens Series (DVDs). Longmont: InJoy Productions, 2007.

Manoloson, Ayala. You Make the Difference in Helping Your Child Learn. Hanen Centre, 2004.

Ohio Child Welfare. Developmental Milestones Chart. The Institute for Human Services for The Ohio Child Welfare Training Program, October 2007.

Public Health Nurse

Reiner, Rob. I Am Your Child: The First Years Last Forever (video).2000.

Rizzo-Toner, Patricia. Just for the Health of It! Health Curriculum Activities Library: Consumer Health and Safety Activities. West Nyack: Center for Applied Research in Education, 1993.

Rizzo-Toner, Patricia. Just for the Health of It! Health Curriculum Activities Library: Diet and Nutrition Activities. West Nyack: Center for Applied Research in Education, 1993.

Sammis, Kathy. Practical Parenting. Portland: J. Weston Walch Publisher, 1992.

Saskatchewan Government. Young Work Readiness Certificate Course.

Saskatchewan Evergreen Curriculum. Health Curriculum (multiple grades).  
<http://www.sasked.gov.sk.ca/branches/curr/evergreen/index.shtml> .

Saskatchewan Evergreen Curriculum. Career and Work Exploration Curriculum (10, 20 and 30).  
<http://www.sasked.gov.sk.ca/branches/curr/evergreen/index.shtml> .

