



School Education Plan 2020-2021

ALTERNATIVE PROGRAMS

(Includes: North Cottage, Outreach, Quest,
High School At-Home Learning (AHLS)
and Institutional Education Programs-EPI)



ALTERNATIVE SCHOOL CENTRE, QUEST, RDPSD AHL (At-Home Learning)

School Address

Red Deer, Alberta, T4N 3P7

Phone: 403-343-1405

Fax: 403-346-2417

Website: <http://asc.rdpsd.ab.ca>

School Administration

Principal: Stephen Pottage

Vice Principal: Shelley Lower

School Profile:

The Alternative School Programs encompasses a number of programs and schools which include: North Cottage, Outreach, Quest, At-Home Learning and Institutional Education Programs-EPI. Each of these programs provide unique and diverse learning opportunities to support the complex needs of Red Deer's youth. We currently support students (both in-person and at-home) from grades 9-12 at our Outreach location which serves the majority of the students in the Alternative Programs. A portion of our students are shared with either LTCHS or HHHS, and this partnership allows non-ASC students to fill in missing HS diploma required courses and ASC students to access non-core programming (e.g., CTS, fine arts, etc) that help to improve the completion rate for all RDSPD high schools. In addition, with the introduction of Community Liaison Workers in 2016, and new mental health workers in 2018, we are seeing significant improvement in the support for students who may be struggling in a traditional school setting.

Anticipated Student Enrolment: 800 FTE + 150 FTE (AHLs)

Anticipated Staff Profile:

- 16 Teachers (13.0 FTE) + 4 AHLs Teachers (4.0 FTE)
- 21 Classified Staff (21.0 FTE)
- 1 Facility Services Staff (1 FTE)
- **42 Total Staff**

VISION, MISSION, BELIEFS

What are the Alternative School Programs all about?

The various Alternative School programs are set up to support many students for many reasons. Ultimately, our schools' provide flexibility with coursework and attendance that differs from a traditional school setting. This means a student can be very busy with sports competitions, part-time work, medical procedures or appointments, moving mid-year, needing an extra course, or have circumstances preventing regular attendance; all of which may require greater flexibility in their educational delivery. Students can find alternative options for their education beyond the teacher taught/attendance based traditional school delivery model.

Mission Statement

Our mission is to encourage students, as unique and diverse learners to reach their highest levels of academic excellence, preparing them for living in a global society. Our goal is to make high school completion a reality for all students.

Program Philosophy

1. Rationale
 - a. Motivation and atmosphere enhance a student's capabilities and increases their academic success.
 - b. Every student is capable of learning.
 - c. Learning rates and styles vary among individual students so options must be made available.
2. Objectives
 - a. The Alternative School Programs provide students with an alternative to the conventional school environment. The focus of our school is to facilitate each student's personal growth, as well as to promote and develop skills which will allow the students to become responsible and self-directed learners. It is hoped that students will acquire a lifelong appreciation for learning.
3. Beliefs
 - a. The staff at the school believe all students will be successful. Staff foster this belief by enhancing communication, empowering students in the decision making process, promoting awareness of community resources and encouraging self-reliance. Each of our diverse programs and schools serves a critical role in supporting a student's journey to High School Completion.
4. Goals
 - a. To provide flexibility in the student's education program and in attendance. Full-time students are asked to attend three hours a day.
 - b. Every full-time student earns at least 25 credits a year.
 - c. Every full-time student attends 6 seminars a year.
 - d. To allow students to set educational and career objectives
 - e. To provide an alternative to a conventional school environment

Opportunities and Challenges

The Alternative School Programs continue to review the opportunities and challenges of keeping struggling and at-risk students connected with their education. Many of our students have become disenfranchised with the educational system and Alternative School Programs staff are working hard to reconnect through flexible attendance and learning opportunities. This, along with personal and addiction counselling and support services, we are hopeful students will take greater interest in their educational futures. Regular student attendance continues to challenge us and we are continually looking at different strategies to engage our students and for HS completion to become a priority for them.

New Directions

Our primary priorities continue to be course completions and parent engagement. We have also moved our traditional learning spaces into a “learning commons” approach and inclusive environment to support the many different learning styles and levels of our students. In 2021/22 we will be moving our instructional areas around once more to create four “core” classrooms. Pre-COVID we had made significant traction in our seminar initiative and we are planning on starting it up again in the fall (assuming health measures permitting). As part of the seminar strategy, we plan on making our FIN1010 seminar (Financial Management) a required seminar for all attending high school students to address the district’s goal of increased and improved financial literacy. In total, our goal is to earn 750 credits via seminars in the next school year. As we continue to try new strategies within this new model, we are excited about the possibilities and see a future which should result in more students reaching HS completion. Finally, we had our biggest turnout for parent-teacher interviews when they were delivered over the phone or by video conferencing (due to COVID-19) so we are going to continue that practice next year to see if the attendance continues to remain high.

At-Home Learning (AHL)

The Alternative Programs has been tasked with supporting the roughly 250 students who have chosen to not return to their community schools. Our teachers, along with some additional K-8 hires, will be supporting students in both synchronous and asynchronous settings. All AHL 9-12 students will be enrolled as Alternative School Centre online students and will be enrolled in one core and one option course at a time.

Learning Management System (LMS)

With the closure of ADLC in August 2021, we lost our primary course delivery system, course content, and online assessments for independent learners. The Alternative Programs will begin moving our existing resources (and creating new ones) in the new LMS as soon as it has been chosen. We have also devoted considerable and dedicated time on our district professional development days to ensure our staff have adequate time and expertise to utilize this new software effectively and efficiently to improve the experience for all stakeholders. We also anticipate being able to leverage some of the features of the new LMS to improve communication and relationships with parents.

School Education Plan Development and Communication:

The Alternative Programs School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The Alternative Programs School Education Plan is available at the school and is posted on our website at: <http://asc.rdpd.ab.ca/>

The Alternative School Programs are pleased to see that we are receiving an excellent rating in the area of “safe and caring schools” and this continues to be a key component in connecting our students back into school. Areas of concern continue to be our dropout and completion rates. Most of our students come to us with a significant credit deficit and have struggled in the traditional school system for one or more years and it will be very difficult for us to change the three year high school completion rate. We are exploring a variety of programs and strategies to generate more credits for students while addressing the attendance concerns with an increased emphasis on parent communication, student accountability and trying to make our building and programming more attractive to students. We are also confident that we are positively affecting the completion rates for Lindsay Thurber, Gateway and Hunting Hills High Schools. We have a large number of shared students who come to us to fill in the missing courses while still being a full time student at either LT, GW or HHHS. Most often the courses taken are those compulsory for graduation such as, CALM and PE with many more obtaining additional credits to have them reach the required 100 credits for graduation. Due to our size we are unable to offer the program of studies that one would find in a traditional school and we are working with both of our high schools to provide students with opportunities to transition back to our district’s mainstream high schools. Our attendance at our parent/teacher evenings is improving and we are exploring ways to engage more of our parents in the future to be contributing team players for their child’s educational success.

Finally, our division will be dealing with the aftermath of COVID-19 for years to come. The Alternative Programs will play a crucial role in helping students recover lost credits and transition students back into in-person learning settings.

Alberta Education: School Accountability Pillar Report Card:



Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 4435 Outreach School Centre

Measure Category	Measure	Outreach School Centre			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.1	n/a	91.0	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	46.0	n/a	50.1	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	90.7	n/a	92.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	22.6	14.5	12.5	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	6.5	19.0	13.8	79.7	79.1	78.4	Very Low	Declined	Concern
	PAT: Acceptable	n/a	3.9	15.6	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	0.0	0.7	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	68.1	72.1	75.3	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	10.6	18.6	13.2	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	35.2	37.7	35.5	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	11.9	10.0	12.2	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	100.0	n/a	100.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	76.8	n/a	76.9	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
	Parental Involvement	73.3	n/a	67.6	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	87.5	n/a	89.7	81.5	81.0	80.9	Very High	Maintained	Excellent

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 4465 North Cottage High School



Measure Category	Measure	North Cottage High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	93.5	89.4	89.0	89.2	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	64.1	82.4	82.2	82.0	n/a	n/a	n/a
	Education Quality	n/a	n/a	86.7	90.3	90.2	90.1	n/a	n/a	n/a
	Drop Out Rate	4.4	0.0	1.6	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	57.1	49.9	36.3	79.7	79.1	78.4	Low	Maintained	Issue
	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	100.0	82.1	94.0	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	15.0	7.1	17.5	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	14.3	0.0	0.0	56.4	56.3	55.6	Very Low	Improved	Issue
	Rutherford Scholarship Eligibility Rate	63.6	54.5	52.3	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	7.0	*	0.0	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	84.1	83.0	82.7	n/a	n/a	n/a
	Citizenship	n/a	n/a	88.5	83.3	82.9	83.2	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.8	81.3	81.2	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	91.2	81.5	81.0	80.9	n/a	n/a	n/a

Outcomes, Strategies, and Performance Measures:

Priority	Throughline Priority (This outcome stretches across all three priority areas.)
Outcomes and Goals/Strategies	<p><i>All learners are supported in their academic, behavioural, social and emotional well-being.</i></p> <ul style="list-style-type: none"> By the end of June, 2022, all identified learners, families, and staff will be provided support from Division and School-based Learning Support Teams, as part of the implementation of the Red Deer Public Schools COVID-19 Recovery Plan. By September 1, 2021, The Alternative Programs will develop and implement a detailed plan to implement the RDPSD COVID-19 Recovery Plan.
Performance Measures	<ul style="list-style-type: none"> Overall percentage of students and parents who feel students receive the help and support they require at school. (target 85%) (RDP) Overall percentage of students and parents who feel students are cared for and accepted at school. (target 85%)(RDP) Overall percentage of students and parents who feel students feel connected and have a sense of belonging at school. (target 85%) (RDP)

Priority	Literacy And Numeracy ...refers to the ability of students to effectively and confidently work with words and numbers.
Outcomes and Goals/Strategies	<p><i>Each learner is proficient in the areas of reading, writing, speaking and listening.</i> <i>Each learner is proficient in the areas of reasoning and applying numerical concepts.</i></p> <ul style="list-style-type: none"> By November 1, 2021, The Alternative Programs will develop and implement a detailed plan for determining how they will evaluate and measure literacy and numeracy proficiency in non-traditional settings
Performance Measures	<ul style="list-style-type: none"> Percentage of students who achieved the acceptable standard on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (target 85%) (AE) Percentage of students who achieved the standard of excellence on Grade 6 & 9 English Language Arts and Mathematics Provincial Achievement Tests. (target 15%) (AE) Percentage of students who achieved the acceptable standard on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (target 70%) (AE) Percentage of students who achieved the standard of excellence on English 30-1 & 30-2 and Mathematics 30-1 & 30-2 Diploma Exams. (target 10%)(AE) Survey result scores for literacy satisfaction by students, parents and staff. (target 85%) (RDP)

Priority	Equity ...ensures fairness for all students through: Excellence in instruction, Support for students, and a Reduction of barriers.
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<p>Outcomes and Goals/Strategies</p>	<p><i>All learning and work environments within Red Deer Public Schools are inclusive, respectful, safe, caring and free of discrimination and harassment.</i></p> <ul style="list-style-type: none"> • By February 28th, 2022, Red Deer Public Schools will develop a Board Policy to address bullying, discrimination and harassment that will, in turn, be implemented into practice by all schools (Welcoming, safe, caring, inclusive and respectful learning environments). • By January 31st, 2022, Red Deer Public Schools will compile data gathered by all schools, through their consultation with parents and students, regarding how students see themselves represented in the larger school context. <p><i>Students are able to access the supports and services they need to achieve success through the reduction of barriers.</i></p> <ul style="list-style-type: none"> • By September 1, 2021, The Alternative Programs will develop and implement a detailed plan for communicating what services are available and how students and families can access them.
<p>Performance Measures</p>	<ul style="list-style-type: none"> • Overall agreement that students are safe at school and learning the importance of caring. (AE) • Overall agreement that students model the characteristics of active citizenship.(AE) • Overall compilation of student survey data gathered in order to determine the “base level” of student satisfaction.

<p>Priority</p>	<p>Student Success And Completion</p> <p>... is the successful journey students experience from early learning, through all grades, to high school completion, and beyond.</p>
<p>Outcomes and Goals/Strategies</p>	<p><i>Through an emphasis on inclusivity and differentiation, all staff have the ability to meet the learning needs of all students through excellent instruction.</i></p> <ul style="list-style-type: none"> • By June 30th, 2022 all Kindergarten to Grade 6 Teachers will have the knowledge, skills and attitudes required to implement the new Science, Social Studies, Fine Arts, and Health & Wellness K-6 Curriculum. • By June 30th, 2022 all Kindergarten to Grade 6 teachers will be able to identify and implement universal and targeted differentiation, adaptation, and modification aligned with the new Kindergarten to Grade 6 curriculum in their lessons to support inclusion of all learner profiles in their classroom. • By June 30th, 2022 Kindergarten to Grade 6 teachers will have spent time planning opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit. <p><i>Red Deer Public Schools will provide the best alternative programming for students.</i></p> <ul style="list-style-type: none"> • By March 31st, 2022, Red Deer Public Schools will develop and implement a detailed plan regarding alternative pathways for middle school and high school programming.

	<p><i>The six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy) will permeate the culture of Red Deer Public Schools.</i></p> <ul style="list-style-type: none"> • By September 1, 2021, The Alternative Programs will develop and implement a detailed plan for sharing and communicating the six cores across all programs and to all stakeholders.
Performance Measures	<ul style="list-style-type: none"> • Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.(target 80%) (AE) • Overall percentage of students meeting grade level expectations in their core subject areas. (target 85%)(RDP) • Overall satisfaction with the quality of basic education. (target 85%) (AE) • High school completion rate of students within three, four, and five years of entering Grade 10. (target 3.75)(AE) • High school to post-secondary transition rate of students within six years of entering Grade 10. (AE) • Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (AE) • Overall percentage of students and parents who feel students are prepared for the next grade level, who feel students will complete high school, and who feel students have a plan for life beyond high school. (target 80%) (RDP) • Overall percentage of staff, students and parents who feel schools are demonstrating the six core values for learning and life (Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy). (target 85%) (RDP)