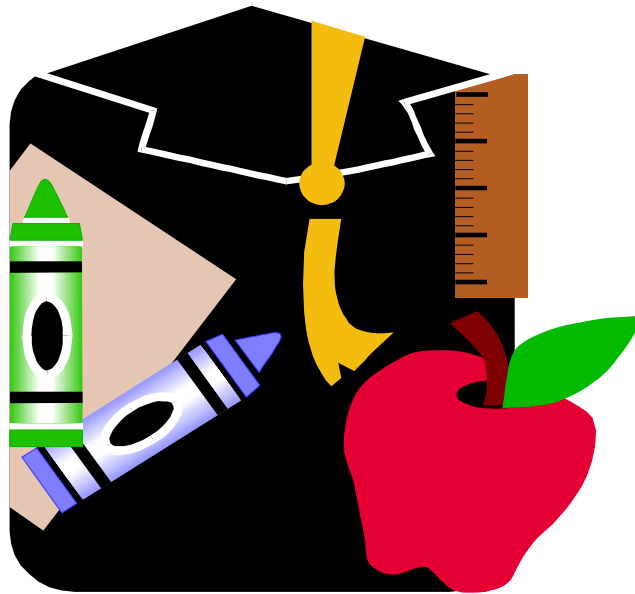


New Brunswick

Education

Guidelines for New Brunswick Alternative Education Programs and Services



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February 2002*

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*"Not a day passes over this earth, but men and women of no note do great
deeds, speak great words, and suffer noble sorrows."
Charles Reed*

This document is dedicated to New Brunswick educators who work tirelessly helping students who are at-risk overcome obstacles to success.

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Rationale

The Province of New Brunswick is proud of its inclusive public schools. Students, regardless of exceptionalities, have full access to the curricula, programs and services offered in each school throughout the province. Appropriate additional support and assistance are provided to students when necessary "to ensure that each student has the opportunity to develop the attributes needed to be a life-long learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society."¹

The **New Brunswick Education Act** (2001) stipulates that an exceptional student receive special education programs and services in circumstances where he or she can participate with his or her peers in regular classroom settings to the extent that is considered practicable, having due regard for the educational needs of all pupils. Tremendous effort, expertise and resources are dedicated to making each classroom and school in New Brunswick as effective and inclusive as possible in meeting the needs of the diverse student population. The Department of Education acknowledges that a small number of the Province's student population may require education programs and services in an alternative setting for periods of time during the students' school careers. Students who are at high risk for school failure, dropping out, and/or societal failure sometimes require intensive programs and services that are not feasible or are unable to be provided in traditional classrooms or school settings.

Alternative education programs and services are designed for students who are at high risk of dropping out of school before graduation. This risk may be because of their complex and often interrelated academic, behavioural, personal, interpersonal, family, economic, social, emotional, neurological, mental and/or physical health problems or difficulties.

Research suggests that there are **five personal characteristics** that mark the difference between students who are low risk and those who are high risk. Children and youth who are at risk are weak or struggle in the following five categories (McWhirter, 1998):

❖ **Critical school competencies:**

These consist of those skills that are essential to success in school--academic skills and school survival skills.

❖ **Concept of self and self-esteem:**

This refers to a child's view of him/herself (self-concept) and the value he/she places on that view (self-esteem).

❖ **Communication with others:**

This consists of the development of basic interpersonal skills, including **perspective-taking**--the ability to understand the perceptual view, cognitive reasoning, emotional feelings, and actions of others.

¹ New Brunswick Department of Education Mission Statement, 1997.

❖ **Coping ability:**

This refers to how an individual confronts or reacts to situations that cause stress.

❖ **Control:**

This refers to an individual's ability to make good decisions and act upon them. These decisions involve delaying gratification in order to achieve long-term goals. Youth who have control give evidence of having a viable purpose in life.

Students at high risk may also be disadvantaged because of **external hardships, stressors or situations**. These may include, but are not limited to: low socio-economic status; unstable family relations or situations; mental health issues; financial and housing issues; lack of community supports; teen pregnancy or parenthood; substance abuse; physical and/or emotional abuse. Students who are deemed at risk of school and/or societal failure may require, for periods of time, alternative education programs and services that address their personal needs and situations. These programs must be intensive, specific, flexible, and individualized.

The Mission of Alternative Education Programs and Services

The mission of alternative settings is to help students who are highly at risk acquire the knowledge, skills, attitudes and competencies that will equip them to be successful in school, as well as at work, in the community and society-at-large.

Beliefs and Guiding Principles

1. All students can learn and succeed in a variety of ways.
2. Learning is a life long process.
3. Students are best served in regular classrooms and school settings.
4. Each student is entitled to a public school education that meets his/her particular needs.
5. Students have diverse needs, circumstances, interests, and abilities.
6. Learning is greatest when there are high and reasonable expectations for student achievement.
7. Confidence and competency build upon each other and enhance student self-esteem.
8. Learning is an active partnership among students, teachers, parents, community, and the school.
9. Learning may occur within many types of environments and structures.
10. All students are at risk of experiencing academic, personal, social, emotional hardships or difficulties at various times throughout their lives. When this occurs, schools are expected to provide the necessary supports and interventions.

11. Some students, because of their age, the complexity of their needs, the length of time that the risk issues and situations have been experienced, are at higher risk of school or societal failure than others. Alternative education settings are intended primarily to serve students who have a history of school difficulties, and children who are in the upper adolescent to young adult age range.
12. Alternative education programs and services are designed and provided for students at high risk for specified periods of time, as part of their special education plan, in order to help them acquire the knowledge, skills, competencies and attitudes to be successful. When students receive alternative education programs and services, they remain the responsibility of the referring school.
13. Alternative education programs and services help to instill in students a sense of belonging, mastery, independence, responsibility and compassion.
14. Learning is evidenced by students' abilities to share what they know, what they can do, and how they can interact and conduct themselves.
15. Standards and criteria guide alternative education programs and services. Alternative education programs and services are committed to ongoing evaluation and quality improvement.

Standards and Criteria for Alternative Education Programs and Services

It is expected that alternative education programs and services will be established on the basis of the following standards and criteria:

Referral, Intake, and Exit Criteria and Obligations of Referring Schools

- **The long-term responsibility for each student's education program remains the responsibility of the referring school or agency.** Referring schools are expected to monitor the student's progress while he/she is receiving an alternative program and/or service. The appropriate individuals at the referring school and the alternative setting are required to plan and make arrangements for a smooth transition of the student back to the referring school upon the student's completion of the alternative education program.
- **Student referral, intake and exit criteria are clearly articulated.** (See Appendix A for examples of referral forms.) Referring schools are committed to a problem solving model and can demonstrate that they have exercised all appropriate strategies and/or interventions *before* referring a student to an alternative education program or service. Documentation of the programs and services offered and implemented by the referring school will be included as background information for the referral.

Alternative Education Target Groups, Program and Service Design and Implementation

- **The target group of students to be served by the alternative education program and service is specified.** Districts and schools must continue to strengthen and enhance the capacity of regular classrooms and schools to meet the needs of students who are at risk. If not, alternative education settings may undermine the quality and integrity of the Province's inclusive public education system. Districts are advised to identify the students that they are currently having difficulty serving through existing programs and student support services. If shortcomings or gaps are identified, each district is urged to consider methods for improving existing services *before* establishing alternative education programs and services. (i.e. Examine ways to improve methods and resource services; guidance and counselling services; interventions provided through behaviour intervention programs and other Positive Learning Environment initiatives.)
- **Alternative programs and services are designed to effectively meet the strengths and needs of the target group.** Alternative education program administrators and teachers need the flexibility to design, implement, and adjust the program and service delivery methods as they see fit, while adhering to the guidelines and standards for special education plans. This flexibility is considered essential for ensuring that the programs and services reflect the strengths, talents, and expertise of both the educators and the students within the program. Homogenous approaches to program service delivery and implementation is considered counter-productive when working with students whose needs are diverse and complex.
- **Alternative Education curricula** includes academic skills development; cross-curricular learning opportunities; applied and fine arts; interpersonal and social/behavioural skills development; health, wellness, and lifestyles education; school-to-work transition opportunities; personal development and career planning education. It is expected that alternative education programs will follow existing New Brunswick curricula as much as is possible and feasible.
- **Creative and non-traditional ways of teaching and learning are implemented** in order for students to have success meeting the outcomes of curricula. In short, alternative education sites are to consider the **Learning Variables** listed and make appropriate adjustments so that students' learning is optimized.

Learning Variables

(Adapted from Appendix B of Alternative Education Programs - Policy and Procedures, Saskatchewan Education)

The Learner

Develop each student's plan, based on the assessment of his/her:

- ❖ learning style(s)
- ❖ multiple intelligences
- ❖ talents, interests and competencies
- ❖ cognitive development
- ❖ physical development
- ❖ social/emotional development
- ❖ self concept and self esteem
- ❖ cultural identity
- ❖ prior knowledge and experiences

Learning Environment/Setting

Establish the most appropriate:

- ❖ classroom setting(s)
- ❖ physical location
- ❖ classroom climate
- ❖ groupings for student instruction
- ❖ student-teacher ratio
- ❖ technical support and student services support personnel

Instruction

Provide:

- ❖ individualized, customized instruction
- ❖ differentiated learning opportunities
- ❖ active, experiential, relevant learning experiences
- ❖ reflection on learning/experiences
- ❖ thematic and/or project-based learning
- ❖ emphasis on both academic and personal growth

Curriculum

Identify the essential learnings of the curriculum, then:

- ❖ accommodate, modify, or individualize
- ❖ utilize variations of curriculum content
- ❖ select appropriate instructional materials
- ❖ determine appropriate student assessment strategies and processes

Multi-disciplinary/Multi-agency Involvement and Partnerships

- **A multi-disciplinary/integrated services team approach is implemented** for the review of referrals and acceptance of students into the alternative education program and/or service.
- **Regular access to support services is provided by the school district, community and/or region.** These services may include counselling, behaviour intervention services, psychological and/or mental health services, substance abuse/drug addiction services, social services, etc. to assist with students' chronic and/or urgent personal, social, emotional, family, financial, legal, and environmental needs.
- **Government and community involvement is considered essential to better meet the complex, multiple needs of students.** It is recommended that community stakeholders (local/regional government, business, recreation, charities, not-for-profit and/or service organizations) be involved in alternative education programs and services and in the on-going monitoring of students' progress so as to promote and achieve effective consultation, collaboration, and shared responsibility.

Assessment and Planning

- **The personal strengths and needs** of each high at risk student are identified in order to plan and implement the most appropriate education program and services. This includes identification of cognitive ability, academic performance, personal circumstances, learning styles and multiple intelligences. The utilization of student assessment information is critical to developing viable and effective alternative education programs and services.
- **A student plan is developed and implemented for each pupil** that addresses the personal, academic, social, emotional needs of the whole child.
 - ✓ The student and parent(s) or guardian(s) should be involved in all aspects of the development of the student's plan.
 - ✓ It is expected that students in alternative education programs will meet the graduation requirements for the New Brunswick High School Diploma. (Refer to Appendix B for criteria.)
 - ✓ It is expected that each student's plan will clearly identify accommodations, modifications, or individualization of the student's program of studies, consistent with the Department of Education Guidelines and Standards for Special Education Planning.

Teaching and Learning Approaches

- **The talents, interests and strengths of each student are emphasized and used to motivate student learning.** If alternative education programs and services are to be truly alternative, they must be based upon the belief that there are many ways for students to be instructed and to demonstrate their learning.

- **Low student - teacher ratios are ensured.** (Suggested maximum ratio: 1 to 15). Alternative education teachers must have the opportunity to build trusting and caring relationships with their students and to get to know and understand well the students with whom they are charged. Low student - teacher ratios provide more opportunities for individualization of student learning.
- **Students are engaged in active, personally relevant, and experiential learning opportunities.** Whenever possible, programs are encouraged to interject fun and enjoyment to enhance student motivation to learn. Programs are encouraged to engage students in the following types of learning activities:
 - ✓ Project and thematic learning opportunities cause students to make strong, clear connections to the value and use of their learning in day-to-day living, interpersonal relationships, personal and family life, leisure time and the world of work.
 - ✓ Work experience opportunities are necessary for helping students (age 16 and older) acquire employability skills. (Please refer to Appendix C: Employability Skills 2000+)
 - ✓ Students also benefit when they have opportunities to make a genuine contribution to others in their community. Volunteer and service learning opportunities are highly recommended to assist in the development of student competency and self-efficacy.
- **Instructional methods and resources are implemented which allow for individualization of student learning opportunities.** Many alternative education programs use computer assisted learning programs as one way to provide individualized learning. It is expected that distance education and/or e-learning opportunities will be explored for use in alternative programs. Alternative education teachers are encouraged to consult with one another and share information and resources, such as individualized learner packets or guides.
- **Challenging, reasonable and achievable learning goals are set for each student. Student progress is monitored closely, and timely feedback is given on a regular basis.** Teachers are encouraged to involve students in the goal setting process and to teach students ways to self-evaluate and reflect on their learning. As with the delivery of instruction, teachers should provide a variety of ways for students to demonstrate their newly acquired knowledge, attitudes and skills. Personal portfolios (“Linking to the Future”) and student learning portfolios are to be considered appropriate tools for monitoring progress. Programs are encouraged to designate clear levels of student mastery of curriculum outcomes (i.e. emerging, developing, and fluent or fully mastered).
- **Specific and clear guidelines for behaviour are established.** Students are provided opportunities to develop classroom rules or guidelines in collaboration with their teachers. Teachers are encouraged to allow students to have input into the development of reasonable consequences for inappropriate behaviour.

- **A learning environment that is safe, supportive, warm, and welcoming is created.** Students who are highly at risk require attention that tells them that they are valued and wanted. The classroom environment as well as the climate created by the teachers and others communicate strongly to students how they are regarded and viewed. Programs are encouraged to actively involve students in the beautification, decoration, care and maintenance of their learning environment. In addition to the physical surroundings, attention must be given to daily discourse. How people communicate--their words, tone, expressions, and demeanor--impact on the classroom climate.

Program Staffing and Administration

School Districts are required to:

- 1. Carefully recruit and select teaching staff with the credentials and/or experience for teaching students at high risk.** Teachers who teach learners who are highly at risk must demonstrate proficiency in the instruction of a wide range of academic subjects, but of equal importance are their interpersonal, leadership, counselling, and mentoring skills. Alternative education teachers are required to be flexible, creative, innovative, multi-talented, effective communicators and motivators. In addition, they must be empathetic and equipped to provide guidance and support to students.
- 2. Provide teachers with adequate time for consulting, planning, and conferencing.** Alternative education programs must adhere to the current teacher contractual obligations for preparation time, and breaks. Because of the complex needs of the students in alternative education programs, it is absolutely essential to build in sufficient time for planning, consulting and conferencing with stakeholders. In order to achieve this, programs may consider a variety of ways of scheduling direct contact with students. Some programs and services, provide 1/2 day programs, 4 day programs or schedule a set number of hours per week for each of the students.
- 3. Provide adequate support services staffing** (such as guidance, teacher assistant, behaviour mentor, etc.) on a regular basis. Alternative education teachers are most effective when they are able to function as part of a multi-disciplinary team that shares the responsibility for student learning. Alternative education teachers are prone to professional isolation and teacher burnout when left on their own without administrative and collegial support and assistance.
- 4. Assign sufficient staff to conduct and manage the administrative, transportation, organizational, and program development and implementation components** of the alternative education program and services. Adequate time must also be allotted to ensure the tasks are completed.
- 5. Allocate a specific alternative education programs and services budget** to adequately fund all aspects of the program. Districts are expected to provide a suitable site for the program, sufficient capital equipment, teaching materials, transportation and other required resources. Districts are expected to allocate funds

for special projects, field trips, and other activities so that active and experiential learning opportunities can be offered. Alternative education programs and services are costly. Districts are encouraged to develop partnership arrangements so that expenses can be shared among the partners.

- 6. Periodically (annually) review and report on the effectiveness of the alternative education programs and services provided.** Supervisors should adjust and alter the alternative education programs and services, as required, to ensure that the programs are meeting the needs of the students and that students are, in fact, benefiting.

Roles and Responsibilities

The Department of Education is responsible for:

- ✓ providing policy guidelines, advice and support to districts for the development and implementation of alternative education programs and services
- ✓ developing alternative education programs and services curriculum and support services
- ✓ monitoring, in co-operation with districts, alternative education programs and services in terms of standards and criteria and overall effectiveness
- ✓ providing professional development opportunities for alternative education administrators, teachers, and student support staff
- ✓ evaluation

School Districts are responsible for:

- ✓ following and adhering to the Guidelines for New Brunswick Alternative Education Programs and Services established in this document
- ✓ assessing the type of alternative education programs and services required by the district, if any
- ✓ designing and implementing, in consultation with the Department of Education, appropriate alternative education programs and services for the identified target group(s)
- ✓ hiring and supervising the appropriate administrative and teaching staff to fully implement the program service delivery model
- ✓ forging and developing appropriate partnerships and/or community relationships
- ✓ funding of alternative education programs and services
- ✓ monitoring, reviewing, and reporting the achievement, strengths and needs of alternative education programs and services on an annual basis

Referring Schools are responsible for:

- ✓ utilizing a problem solving model prior to students' referral to the alternative education program. Referring schools must demonstrate that they have exercised all available strategies and/or interventions before referring a student to an alternative education program or service
- ✓ following proper referral process as established by the district
- ✓ participating in the development of students' alternative education plans

- ✓ continuing interest, involvement, and on-going monitoring of students who are receiving alternative education programming and services
- ✓ developing and implementing an appropriate transition plan for each student's return to the regular setting, in consultation with the alternative education administrators and/or teachers. Transition plans may involve students receiving some instruction at the referring or "home" school and some from the alternative education program until such time that the student is able to integrate fully into his/her home school

Administrators, Teachers, and Support Staff are responsible for:

- ✓ following the Guidelines for New Brunswick Alternative Education Programs and Services
- ✓ completing their job duties and requirements as specified by the school district
- ✓ participating in professional development opportunities, program reviews and evaluations
- ✓ safe and orderly conduct of students

Conclusion

Our public school system endeavors to meet the needs of all students. Furthermore, it is in our society's best interest to ensure that all students complete a high school education: the basic minimum requirement for success in today's society. The Department of Education recognizes that a small percentage of students are at high risk not only for school failure but also for subsequent failure in today's competitive society. These students require educational programs and services that are best offered in alternative settings to that of the regular school environment. The Department of Education remains committed to ensuring the support required for school districts so that they may offer students who are at risk of school failure and of dropping out with the necessary programs and services to graduate. It is our expectation that students at risk will have an equitable opportunity to become life long learners, to achieve personal fulfillment, and to contribute to a productive, just and democratic society.

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New Brunswick Department of Education Mission Statement, 1997.

Appendices

Appendix A: Examples of Alternative Education Referral Forms

Education
School District 14
New Brunswick

COMMUNITY LEARNING CENTER

Referral Form

Name of Student _____

Age _____

Address _____ Phone # _____

Birth Date _____ Social Insurance # _____

Last School Attended _____ Grade _____ Year _____

Medicare # _____

Name of Parent(s)/ Guardian(s) _____

In case of emergency call _____ Phone _____

Medical Concerns (allergies, asthma, epilepsy, etc) _____

Other affiliations (specify name and phone # if known)

Dept. of Family & Community Services _____

Dept. of Mental Health _____

Region 3 Rehabilitation _____

Woodstock First Nation _____

Dept. of Solicitor General _____

Guidance Services _____

District 12 Student Services _____

HRD-NB _____

Other _____

Specific reason for referral

Suggested academic goals

Person making referral _____

Role _____

Phone # _____ Date of Referral _____

Please attach the following documentation:

1. A copy of transcript/recent report card.
2. A complete list of previous interventions.

Guidance Counsellors please summarize courses required for promotion/graduation.

List any teachers who may be contacted regarding this student (subject, work phone or e-mail):

- There will be a delay in processing referrals if the required documentation is not included.
- It is understood that once identified goals are achieved, where applicable, a transition to school will be facilitated.

Please forward to:

School District 14 Community Learning Center
Tel: 328-8438 Fax: 325-9448
2-672 Main Street
Woodstock, NB
E7M 2C8

District 14

COMMUNITY LEARNING CENTER REFERRAL DOCUMENTATION

Checklist of possible previous interventions	Comments
<input type="checkbox"/> I.E.P., if applicable	
<input type="checkbox"/> Modification of program, if applicable	
<input type="checkbox"/> Meetings with parent/guardian	
<input type="checkbox"/> Guidance intervention	
<input type="checkbox"/> Tutoring	
<input type="checkbox"/> Home visit	
<input type="checkbox"/> Work placement	
<input type="checkbox"/> Individual timetable	
<input type="checkbox"/> Classroom support (T.A., etc)	
<input type="checkbox"/> Homework policy	
<input type="checkbox"/> Contract	
<input type="checkbox"/> Behavior plan	
<input type="checkbox"/> Mentor	
<input type="checkbox"/> Enrichment	
<input type="checkbox"/> Detention	
<input type="checkbox"/> Suspension	
<input type="checkbox"/> Encourage extra-curricular activities	
<input type="checkbox"/> Involvement of outside agencies	
<input type="checkbox"/> Peer mediation	
<input type="checkbox"/> Problem solving meetings	
<input type="checkbox"/> Other	

Additional comments:

- ***Although thorough documentation of previous interventions is essential, use of this particular form is optional. You may choose to photocopy your own documentation.***

District 14 Community Learning Center
Release of Information Consent

I hereby authorize the release of required documentation from my record. I understand that this information is confidential and protected from disclosure. I also understand that I have the right to cancel my permission to release information at any time before it is released. I also understand that my consent to release information will expire in 90 days from this date: _____

Signature of Student and Parent/Guardian:

Signature of Witness:

DISTRICT 16 LEARNING CENTER/ Referral Form

Date of Referral: _____

Name: _____

School: _____

Medicare #: _____

Grade: _____

Date of Birth: _____

Teacher: _____

M or F _____

Parent(s) or Guardian(s) _____

Address: _____

Telephone: _____

1. Academic Level	Weak	Marginal	Acceptable	Competent	Superior	Grade	Level
Literacy Skills	_____	_____	_____	_____	_____	_____	_____
Numeracy Skills	_____	_____	_____	_____	_____	_____	_____

Comments _____

2. Behavior:

- _____ oppositional
- _____ impulsive
- _____ out of control
- _____ STEP (Middle/9/10 Years)
- _____ violent
- _____ lack of concentration/attention
- _____ withdrawn

Other: _____

3. Interventions:

(a) What interventions has the school attempted?

(b) What strengths does the student display?

4. Test results (Name assessments given, dates administered)

5. Medication (Identify)

6. Other Agencies Involved (Specify name of person involved, if possible)

Dept. of Family & Community Social Services _____
Dept. of Mental Health _____
Region 7 Rehabilitation (Drug & Alcohol) _____
Dept. of Solicitor General _____
Family Physician/Pediatrician _____
Guidance Services _____
Other _____

7. Attendance (Specify number of days absent) _____

8. Have you held your SST Meeting? Yes/No

Date: _____

Persons in Attendance: _____

9. What are your expectations for intervention by the Center?

Reason for Referral (Provide detailed information) _____

Person Referring _____ **Date:** _____

Please forward to: **The School District 16 Learning & Technology Center**
233 Regent St.
Miramichi, N.B.
E1V 2M9
Phone: 624-5430, Fax: 624-5438

******Note**** Form will be returned if not completed in entirety.**

DISTRICT 16 LEARNING CENTER
233 Regent St.
Miramichi, N.B.
E1V 2M9
Tel: 624-5430
Fax: 624-5438

I _____ hereby grant permission for my
Name (please print)

Child _____ to attend classes at the School District 16
Name (please print)

Learning Center on a full-time/part-time basis.

Signature: _____

Telephone: _____

Address: _____

Date: _____

Please indicate relationship to student by circling one.

Parent / Guardian

APPENDIX B: GRADUATION REQUIREMENTS FOR A NEW BRUNSWICK HIGH SCHOOL DIPLOMA

Students must:

- meet the requirements of the grade 9/10 program;*
- pass the Middle Level English Language Proficiency Assessment (or Reassessments in grades 10, 11 or 12 or by earning at least 50% on the grade 11 English Provincial Examination); and
- pass the computer literacy requirement.

Students may have a maximum of two modified courses.**

20 Credit System	16 Credit System
<p>In addition to the above, students must:</p> <ul style="list-style-type: none"> • achieve 17 of 20 credits including compulsory courses as outlined in the most recent <i>High School Program of Study</i>; and • pass 5 courses at the grade 12 level. <p>There are 8 compulsory credits:</p> <ul style="list-style-type: none"> • English grade 11 (2 credits) • English grade 12 (1 credit) • Math grade 11 (2 credits) • Modern History grade 11 (1 credit) • Science grade 11 from any Physics, Biology, Chemistry or Environmental Science course, or Control Technology 120, Engine Electrical Systems 120, Micro Electronics 120, Introductory Electronics 110, and Physical Geography 110 (1 credit) • Fine Arts/Life Role Development Cluster - see below (1 credit) 	<p>In addition to the above, students must:</p> <ul style="list-style-type: none"> • achieve 14 of 16 credits including compulsory courses as outlined in the most recent <i>High School Program of Study</i>; and • pass 4 courses at the grade 12 level. <p>There are 7 compulsory credits:</p> <ul style="list-style-type: none"> • English grade 11 (1 credit) • English grade 12 (1 credit) • Math grade 11 (1 credit) • Math grade 12 (1 credit) • Modern History grade 11 (1 credit) • Science grade 11 from any Physics, Biology, Chemistry or Environmental Science course, or Control Technology 120, Engine Electrical Systems 120, Micro Electronics 120, Introductory Electronics 110, and Physical Geography 110 (1 credit) • Fine Arts/Life Role Development Cluster - see below (1 credit)
Fine Arts / Life Role Development Cluster	
<ul style="list-style-type: none"> • Visual Arts 110/120 • Music 111/112/113/120/122 • Fine Arts 110 • Theatre Arts 120 • Graphic Arts and Design 110 	<ul style="list-style-type: none"> • Family Living 120 • Co-op Ed 120 • Outdoor Pursuits 110 • Health and Phys Ed 120 • Entrepreneurship 110
<ul style="list-style-type: none"> • Students may take up to 2 Challenge for Credit Courses and 1 Independent Study for graduation purposes. • Only 1 Locally Developed Course is eligible for credit for graduation purposes and may not replace a compulsory course. 	

GRADUATION REQUIREMENTS FOR AN ALTERNATIVE NEW BRUNSWICK HIGH SCHOOL DIPLOMA

Students must:

- demonstrate progress in meeting outcomes in the grade 9/10 program;*
- pass the Middle Level English Language Proficiency Assessment (or Reassessments in grades 10, 11 or 12 or by earning at least 50% on the grade 11 English Provincial Examination); and
- pass the computer literacy requirement.

Students may have in excess of two modified courses.**

20 Credit System	16 Credit System
<p>In addition to the above, students must:</p> <ul style="list-style-type: none"> • achieve 17 of 20 credits including compulsory courses as outlined in the most recent <i>High School Program of Study</i>; and • pass 5 courses at the grade 12 level. <p>There are 8 compulsory credits:</p> <ul style="list-style-type: none"> • English grade 11 (2 credits) • English grade 12 (1 credit) • Math grade 11 (2 credits) • Modern History grade 11 (1 credit) • Science grade 11 from any Physics, Biology, Chemistry or Environmental Science course, or Control Technology 120, Engine Electrical Systems 120, Micro Electronics 120, Introductory Electronics 110, and Physical Geography 110 (1 credit) • Fine Arts/Life Role Development Cluster - see below (1 credit) 	<p>In addition to the above, students must:</p> <ul style="list-style-type: none"> • achieve 14 of 16 credits including compulsory courses as outlined in the most recent <i>High School Program of Study</i>; and • pass 4 courses at the grade 12 level. <p>There are 7 compulsory credits:</p> <ul style="list-style-type: none"> • English grade 11 (1 credit) • English grade 12 (1 credit) • Math grade 11 (1 credit) • Math grade 12 (1 credit) • Modern History grade 11 (1 credit) • Science grade 11 from any Physics, Biology, Chemistry or Environmental Science course, or Control Technology 120, Engine Electrical Systems 120, Micro Electronics 120, Introductory Electronics 110, and Physical Geography 110 (1 credit) • Fine Arts/Life Role Development Cluster - see below (1 credit)
Fine Arts / Life Role Development Cluster	
<ul style="list-style-type: none"> • Visual Arts 110/120 • Music 111/112/113/120/122 • Fine Arts 110 • Theatre Arts 120 • Graphic Arts and Design 110 	<ul style="list-style-type: none"> • Family Living 120 • Co-op Ed 120 • Outdoor Pursuits 110 • Health and Phys Ed 120 • Entrepreneurship 110
<ul style="list-style-type: none"> • Students may take up to 2 Challenge for Credit Courses and 1 Independent Study for graduation purposes. • Only 1 Locally Developed Course is eligible for credit for graduation purposes and may not replace a compulsory course. 	
<p>OR</p> <p>Students must meet the requirements of a Special Education Plan.</p>	

Appendix C: Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p>
<p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works and act on opportunities for improvement 	<p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <p style="text-align: right;">255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/nbec</p>