



Saskatchewan
Learning

Policy and Procedures for Locally Modified Courses of Study

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Preface

This document, *Policy and Procedures for Locally Modified Courses of Study*, will assist school division personnel in the development and implementation of Locally Modified Courses of Study. Throughout this document, Modified refers to both Basic and Advanced.

Fransaskois schools and French immersion programs are to note that, as it pertains to modified courses to be offered in French, the procedures for approval are slightly different than for modified courses being offered in English. Also, the actual course titles and course codes of the modified courses to be offered in French will be different from those offered in English. This policy and an explanation of the administrative procedures to be used by Fransaskois schools and immersion programs is also contained in the French version of the policy in a document titled *Politiques et procédures pour les cours en français modifiés localement* (2006).

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

The Provincial Examinations, Student and Teacher Services Unit (Registrar's Office), referred to throughout this document as The Registrar's Office, is the central registry of students' academic marks and program completion at the Secondary Level for the Province of Saskatchewan.

The document is divided into the following sections:

The **Introduction** contains the context for locally modified courses and the respective roles and responsibilities related to their development, approval, implementation, and monitoring.

The **policy** section provides guidelines for enrolment and course development. These policy statements represent the Minister's authority and provide direction for a course of action when dealing with a particular issue. The **procedures** detail roles, responsibilities, methods, and timelines in the process of implementing the policy or program, as well as the factors that Department officials will take into account when interpreting and applying the policy in practice. Instructions are provided for the completion of the Department forms required for the development and approval of courses.

The **Appendices** contain:

- The Legislative Authority
- The Role of the Adaptive Dimension
- Checklist for Course Development
- Frequently Asked Questions
- Sources of Information on Core Curriculum
- Sample Guidelines and Consent Forms.

Introduction

This document is a revision of the Locally Modified Courses of Study Policy as taken from the 1997 document *Policy and Procedures for Locally Developed and Modified Courses of Study, and Alternative Education Programs*.

School divisions make choices to best serve the students in their jurisdictions. Two types of programs (Regular and Additional) provide a variety of options for the full range of students attending the province's schools. Within the Regular Education Program there are three course options:

- provincially developed
- locally developed
- locally modified (basic and advanced).

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 (18, 28, 38 level courses)
- Functional Integrated Programs.

With the exception of English Language Arts, any or all of these programs may be offered in French.

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.

A Locally Modified (Basic) Course of Study is defined as a course where 50% of the course is determined by Saskatchewan Learning through basic objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the school division. The objectives determined by the school division may include learning objectives from previous grades and other areas of study. In many cases, locally chosen objectives are used to develop students' knowledge, skills, and abilities in order to prepare students for achieving the basic objectives from the provincial curriculum guide. In other cases, locally chosen objectives are used to extend students' understanding, skills, and abilities in areas related to the basic objectives listed from the curriculum guides. Modified courses (11, 21, 31) can be used to fulfil requirements in the required courses of study, specified areas of study, and electives. Modified courses (Basic) may not be accepted as entrance requirements at post-secondary institutions.

A Locally Modified (Advanced) Course of Study is defined as a course where a portion of the time is used to meet 100% of the department prepared regular curriculum objectives and up to 50% of the time is used to meet objectives as determined by the school division. Modified courses (10A, 20A, 30A) can be used to fulfil requirements in the required courses of study, specified areas of study, and electives.

If it has been determined through assessment, observation, and collaborative team meetings that a student's needs can best be met through placement in a Locally Modified Course, then all those involved in this decision must carefully consider the implications of such a placement. Everyone including parents/caregivers, students, teachers, and administrators must review this policy with particular attention given to the rationale and implications as outlined. Learning disabilities and/or behaviour disorders should not be the sole criteria for placement in a Locally Modified Course. Nor, is it appropriate to place students in Locally Modified Courses because the usual language of instruction is their second language or a non-standard dialect.

Students Who Speak a Language Other Than the Language of Instruction

Students who do not master the language of instruction, be it English or French depending on the type of program in which they are enrolled, should be enrolled in regular courses and provided with support to learn the language of instruction at the same time as achieving the learning objectives for those courses. These students may not master the language of instruction, may have the language of instruction as a second language, or may be fluent only in a dialect of that language. Before they are enrolled in a course, they should have a level of proficiency in the language of instruction that would allow them to write departmental exams without any special provisions.

Figure 1: An Overview of Education Programs

| Regular Education Programs | | | Additional Education Programs | | | | | | | |
|--|---|---|--|--------------------|--|--|---|-----------------|--------------------------------|--|
| Designed and Approved as Individual Courses | | | Designed and Approved as Complete Programs | | | | | | | |
| Locally Modified Advanced 10A, 20A, 30A | Core 10, 20, 30 | Locally Modified Basic 11, 21, 31 | Alternative Education Program 18, 28, 38 | | | Functional Integrated Program | | | | |
| <ul style="list-style-type: none"> All objectives of the Department prepared regular curriculum In addition, a maximum of 50% of the course based on locally determined objectives | <ul style="list-style-type: none"> 100% Department prepared regular curriculum objectives See the <i>List of Secondary Level Courses</i> (indicates course title and registration code) | <ul style="list-style-type: none"> 50% of the course based on Department prepared regular curriculum objectives See the <i>Guidelines for Developing Modified Courses</i> (indicates 50% of the modified course) A maximum of 50% of the course based on locally determined objectives | Alternative Education Program | | | Personal Program Plan | | | | |
| | | | Required Courses of Study | | | Required Courses and Specified Areas of Study | | | I. Areas of Development | |
| | | | | | | Grade 10 | Grade 11 | Grade 12 | Academic | |
| | | | | | | Language Arts/Communications | A18 | A28 | A38 | Communication |
| | | | | | | Language Arts/Communications | B18 | B28 | B38 | Personal Management |
| | | | | | | Career and Work Exploration | 18 | 28 | 38 | Social Competence and Social Networks |
| | | | | | | Mathematics | 18 | 28 | | Leisure/Recreation/Physical Wellness |
| | | | | | | Science | 18 | | | Career/Work Exploration |
| | | | | | | History, Social Studies, or Native Studies | 18 | | | Task Performance/Work Habits |
| | | | | | | Specified Areas of Study | | | Grade 10, 11, or 12 | Other (e.g., cognitive development, orientation/mobility, motor) |
| | | | Health Education/Physical Education | | | 1 | II. Transition Plans | | | |
| | | | Arts Education/Practical and Applied Arts | | | 1 | | | | |
| | | | Total (includes unspecified electives) | | | Grade 10 | <ul style="list-style-type: none"> Functional Integrated Programs are not described as individual courses Transcript indicates student has successfully completed a Department approved Functional Integrated Program | | | |
| | | | | Grade 11 | Grade 12 | | | | | |
| | | | minimum 8 credits | minimum 16 credits | minimum 24 credits (at least five at Grade 12 level) | | | | | |
| <ul style="list-style-type: none"> Transcript indicates the individual courses (and percentage grades) at each level of the program | | | | | | | | | | |
| Locally Developed Courses of Study | | | Alternative Education Program | | | | | | | |
| <ul style="list-style-type: none"> "L" Designation: Any regular course designations (e.g., 10L, 20L, 30L) May have up to 100% local (original) objectives Designed to meet local needs At a level of rigour consistent with other courses in Department series for regular education | | | <ul style="list-style-type: none"> May include various combinations of Regular (which includes modified) and Alternative Education courses These programs may include up to 100% local (original) objectives Whenever possible, placement should be in regular classrooms | | | | | | | |
| <p>Note: The Adaptive Dimension is designed to assist students to meet the objectives of any approved curriculum (Locally Modified Advanced, Core, Locally Modified Basic, Alternative Education, Functional Integrated). Refer to Appendix B.</p> | | | | | | | | | | |
| <p>← Adaptive Dimension Variables →</p> | | | | | | | | | | |
| Curriculum e.g., topics assessment and evaluation instructional materials | | Instruction e.g., strategies, methods, and skills pacing and timing monitoring/feedback cycle | | | Learning Environment e.g., classroom climate grouping physical setting and support personnel | | | | | |

The needs of most students can be met through the selection of provincially developed course offerings within the Regular Education Program. The Adaptive Dimension allows teachers to make adjustments to their instruction, environment, and curriculum topics and materials to accommodate diversity and to help all students achieve curriculum objectives (see Appendix B). However, there may be situations where the unique needs of students cannot be met in this way. In this case, school divisions may offer other courses by following the policy and guidelines Saskatchewan Learning has established for approval of Secondary Level courses. The policy outlined in this document provides guidelines for school personnel in providing Locally Modified Courses to students.

In partnership with parents, students, and professional staff, school divisions identify the specific needs, interests and abilities of students, and plan courses of study that address them. **Locally Modified Courses (Basic and Advanced) are developed by school divisions to address local needs that are not met by provincially developed curricula.**

Roles and Responsibilities

The processes of ensuring students receive appropriate educational programs suited to their individual needs and abilities are a shared responsibility between school divisions and the Department. The following describes the respective responsibilities of each of those partners:

1. School Divisions

School division personnel are responsible for:

- Identifying students who would best be served through Locally Modified Courses.
- Consulting with Regional Office staff or, for courses to be offered in French, with the French Education and Languages Branch (FELB) prior to the development of Locally Modified Courses. For approval of courses to be offered in French in an immersion program, the application for approval is to be directed first to the appropriate Regional Office.
- Developing a course description consistent with the requirements.
- Completing the appropriate forms necessary for the formal process of Department approval for Locally Modified Course(s).
- Providing continuous monitoring of courses of study to ensure the content and structure meet the needs of students.
- Updating courses of study as needs of students change.

Schools

School personnel are responsible for:

- Submitting student enrolment, demographic information, course registration and marks to the Registrar's Office of the Department.
- Teaching the course as described in the application for approval.

2. Saskatchewan Learning Approval

The responsibility for consultation and approval of course submissions from school divisions is shared among a number of areas within the Department.

For courses to be offered in English:

The Regional Director or designate:

- Responds to inquiries and refers requests to appropriate personnel regarding development of a Locally Modified Course.
- Informs school divisions of the status of the approval.
- Forwards notification of approval to the Registrar's Office.

For courses to be offered in French (Fransaskois or immersion):

The Executive Director of the French Education and Languages Branch (FELB) (or designate):

- Responds to inquiries and refers requests to appropriate personnel regarding development of a Locally Modified Course to be offered in French.
- When and where appropriate, forwards the syllabus of the proposed Locally Modified Course(s) to FELB's program consultants.
- Reviews Locally Modified Course(s), returns the courses to the school division with suggestions for revision to meet the requirements.
- Forwards notification of approval (Formulaire M2) to the Registrar's Office.
- Informs school divisions of the status of the approval.

3. Provincial Examinations, Student and Teacher Services Unit (Registrar's Office)

- Enters approved courses, assigns new course codes when a new course is approved, enters the approval (Form M-2) on the Student Data System for that school or school division, and records student-specific course registration.
- Keeps record of student marks for Secondary Level courses and produces student transcripts.

Policy

Enrolment

- It is expected that school divisions have policies and procedures regarding:
 - involvement of students and parents/caregivers in placement decisions
 - placement criteria for enrolling students in a Locally Modified Course
 - assessment and evaluation of student achievement
 - annual evaluation of approved Locally Modified Course.
- **It is very important that school personnel make clear to parents/caregivers and students that Locally Modified Courses (Basic) may not currently meet admission requirements in post-secondary education programs.**
- The decision to enrol a student in a Locally Modified Course should be based on:
 - assessment and evaluation of the student's academic functioning
 - educational history of the student
 - the agreement and input of both students and parents/caregivers, teachers and administrators.
- School divisions should develop a signed agreement for parents/caregivers that outlines the implications of enrolling a student in Locally Modified Courses. This waiver should be kept in the student's academic file. If the waiver is not signed by the student and parent/caregiver, this should be noted on the waiver form and kept in the student's academic file.

Course Development Guidelines

A Locally Modified (Basic) Course of Study is defined as a course where 50% of the course is determined by Saskatchewan Learning through basic objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the school division. The objectives determined by the school division may include learning objectives from previous grades and other areas of study. In many cases, locally chosen objectives are used to develop students' knowledge, skills, and abilities in order to prepare students for achieving the basic objectives from the provincial curriculum guide. In other cases, locally chosen objectives are used to extend students' understanding, skills, and abilities in areas related to the basic objectives listed from the provincial curriculum. Modified courses (11, 21, 31) can be used to fulfil requirements in the required courses of study, specified areas of study, and electives. Modified courses (Basic) may not be accepted as entrance requirements at post-secondary institutions.

A Locally Modified (Advanced) Course of Study is defined as a course where a portion of the time is used to meet 100% of the department prepared regular curriculum objectives and up to 50% of the time is used to meet objectives as determined by the school division. Modified (Advanced) courses (10A, 20A, 30A) can be used to fulfil requirements in the required courses of study, specified areas of study, and electives. Specific guidelines follow.

1. Department Locally Modified Course (Basic and Advanced) guidelines have been developed in the areas of Science, Social Sciences, Language Arts, and Mathematics. These guidelines provide the curriculum objectives for Basic and Advanced to assist school divisions in developing Locally Modified Courses of Study. **Locally Modified Courses become the property of Saskatchewan Learning upon approval.**

Locally Modified (Basic and Advanced) courses will only be approved where guidelines for provincial course modification currently exist.

2. Parents/caregivers and students are consulted prior to the enrolment of a student in a Locally Modified Course of Study (Basic and Advanced). They are provided with a clear understanding of the implications and limitations of enrolling in and completing a Locally Modified Course. **That is, completion of a Locally Modified Course Program (Basic) may not currently meet the admission requirements for post-secondary programs.**
3. Prerequisites that apply in the Regular Education Program also apply when those courses are used in a Locally Modified Course Program.

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4. As a first step, the school division must submit a *Form M: Intent to Proceed with a Locally Modified Course*:
- to the regional office for modified courses to be offered in English;
 - ultimately, all requests for modified courses to be offered in French should be forwarded to the French Education and Languages Branch; however, immersion programs must first submit their request to the appropriate regional office.

The Regional Office or FELB will advise the school division of the appropriateness of the Locally Modified Course of Study it is planning. If the course outline is approved, the school division may proceed with course development.

5. When the course is developed, the school division submits the course for approval and review.
- a course to be taught in English is to be submitted to the Regional Office where it is reviewed, endorsed, and approved. After reviewing the course, the Regional Director may request that changes be made, may approve the courses for up to five years, or may deny approval.
 - a request for approval of a course to be taught in French must ultimately be forwarded to the French Education and Languages Branch for review and approval. The actual procedure will vary for immersion programs and Fransaskois schools:
 - Fransaskois schools will submit the form directly to FELB after receiving the permission to proceed from the Director of Education of the Francophone School Board;
 - Immersion programs, after receiving the authorization of their school board, will forward the request to the appropriate Regional Office. The Regional office will forward the documentation to FELB.

In either case, after reviewing the course, the Executive Director of FELB (or designate) may request that changes be made, may approve the courses for up to five years, or may deny approval.

6. The Locally Modified Course (similar to Locally Developed Courses of Study) will be entered immediately on the *Monitoring Form: Locally Developed and Modified Courses of Study (Division Summary)* to initiate the five-year cycle. If there are no significant changes made to the course in the five-year period, it is sufficient to include the course on the *Monitoring Form* each year, indicating which year of the five-year cycle it is in.
7. If a Locally Modified Course is still required at the end of the five-year cycle, the school division is required to go through the entire approval process again. Renewal may occur prior to the end of the five-year cycle in consultation with the Regional Office.

Forms, Procedures, and Timelines

- *Form M: Intent to Proceed with a Locally Modified Course of Study* is meant to guide teachers and school administrators through the initial step of submitting a Locally Modified Course for approval by asking critical questions.
- For courses offered in English and for French immersion courses, *Form M* must be submitted to the Regional Office. The school division may wish to obtain, through the Regional Office, samples of exemplary courses already approved in other school divisions. It may be possible to adapt or adopt a course to meet the needs of a similar group of students.
- For courses offered in French, *Form M* must ultimately be submitted to the French Education and Languages Branch. The actual procedure will vary for immersion programs and Fransaskois schools:
 - Fransaskois schools will submit the form directly to FELB after receiving permission to proceed from the Director of Education for the Francophone School Board;
 - Immersion programs, after receiving the authorization of their school board, will forward the request to the appropriate Regional Office. The Regional Office will forward the documentation to FELB.
- When approval for the *Intent to Proceed* has been granted, the school division proceeds with course development, then completes *Form M-1: Application for Approval of a Locally Modified Course of Study* and submits it to the Regional Office or to FELB. The Regional Director of Education (or designate)/Executive Director of FELB (or designate) may approve the course, approve the course with suggestions for revision, or deny approval of the course.

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- When the course has been approved, the Regional Office or FELB completes *Form M-2: Locally Modified Course of Study Approval Form* and forwards it to the Registrar's Office, where a course code is assigned and the course approval is entered on the Student Data System.
 - *Form M-2* is returned to the Regional Office or to FELB. The Regional Office or FELB forwards *Form M-2* to the Director of Education. The Director of Education provides copies to each school implementing the approved course of study. The Regional Director or the Executive Director of FELB attaches the registered *Form M-2* to the original detailed description of the course. The original course submission with supporting documentation is retained by the Regional Office or FELB.
 - **Upon approval of the course, the school registers the appropriate students. Students will not be registered and should not be taught the course until approval of the completed Locally Modified Course (Basic and Advanced) has taken place.**

Form M: Intent to Proceed with a Locally Modified Course of Study

A school division intending to seek authorization for a Locally Modified Course (Basic and Advanced) is required to establish the need for the course prior to development (initial and renewal). **Early confirmation of need by Saskatchewan Learning must precede the actual development and submission of the Locally Modified Course.**

This form must be submitted to the Regional office (courses offered in English only) or to the French Education and Languages Branch (FELB) no later than **March 1 in the year prior to the intended delivery**. French immersion courses are forwarded to FELB via the appropriate Regional Office. Courses intended for use in Fransaskois schools are submitted directly to FELB. Use attachments if the required information will not fit on the form.

| | | | |
|-------------------------|----------------------|-------------|--------|
| School Division Name | | | Region |
| P.O. Box/Street Address | Town/City | Postal Code | |
| Number of Students | Date of Commencement | Expiry Date | |

Locally Modified Course Title:

- Locally Modified (Advanced) Grade 10A 20A 30A
 Locally Modified (Basic) Grade 11 21 31

Is the proposed course adopted from one in another school division? Attach a copy of the cover page of Form M-1 and a copy of Form M-2 from the originating school division to show its approval. The conditions of approval outlined on the original M-2 apply to the adopting school division.

If yes, complete the following:

| | | | |
|--------------|-------------|-----------------|--------|
| School No. | School Name | School Division | Region |
| Course Title | Grade Level | Course Code | |

The information on this page can also be used to complete *Form M-1*.

1. What are the diverse needs of the students who will be enrolled in this course that cannot be met through the regular course of study and the adaptation of materials, instruction, or environment?

2. List the topics, themes, or content areas that will be addressed in the course.

If you intend to implement this course in more than one school within your division, please identify all of the additional schools by **school number** and **name**. Attach a list of additional schools if needed.

| | | | |
|---------------------|----------------------|---------------------|----------------------|
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |
| _____ School No. | _____ School Name | _____ School No. | _____ School Name |

Director of Education or Designate

Date

Regional Director of Education or Designate/
Executive Director or Designate of
French Education and Languages Branch

Date

Proceed with Form M-1 Yes No

Comments:

Form M-1 (con't): Application for Approval

| | | | |
|------------|-------------|------------|-------------|
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |
| School No. | School Name | School No. | School Name |

Is the proposed course adapted or adopted from one in another school division? Attach a copy of the cover page of Form M-1 and a copy of Form M-2 from the originating school division to show its approval. The conditions of approval outlined on the original M-2 apply to the adopting school division.

If yes, complete the following:

| | | | |
|--------------|-------------|-----------------|--------|
| School No. | School Name | School Division | Region |
| Course Title | Grade Level | Course Code | |

Description of Learners

What are the diverse needs of the students who will be enrolled in this course that cannot be met through the regular course of study and the adaptation of materials, instruction, and environment?

Course Outline

The guidelines for modification (Basic and Advanced) as published by Saskatchewan Learning have been consulted in development of this course and all required units/objectives have been included.

After reviewing the appropriate curriculum and having an understanding of the various Core Curriculum components and initiatives, attach a detailed description of the course that includes:

Rationale

Describe in some detail what is different about the course you are teaching from the provincially-developed course. List the topics, themes, or content areas that will be addressed in the course.

Learning Objectives

Briefly outline additional objectives (i.e., knowledge, skills, attitudes/values and CELs) beyond those specified in Department guidelines.

Note: Fransaskois schools requesting a modified course will be expected to indicate how they will incorporate the OILC (Objectifs-identité-langue-culture).

Instructional Materials

Provide a list of key resources. The list should be developed in a complete bibliographic format and must include author, copyright date, title, place of publication, publisher, and format description (e.g., print, video, CD-ROM, audiotape, software). Please note that resources may also include human resources (e.g., program support personnel, mentors, organizations), and electronic resources such as databases and Internet sites. It is advisable to select current and available resources.

Applicants are responsible for ensuring that copyright laws are followed.

Note: Saskatchewan Learning's approval of this course does not imply formal evaluation and recommendation of the listed materials.

Evaluation of the Locally Modified Course of Study

Course developers should develop an evaluation plan for the duration of the approval cycle of the Locally Modified Course. Course developers should reflect on the effectiveness of the course during each year of the five-year cycle. Evaluation of the Locally Modified Course should take place before submission to renew the course.

Approval is requested to offer for credit the Locally Modified Course of Study as described.

| | |
|------------------------------------|------|
| Director of Education or Designate | Date |
|------------------------------------|------|

| | |
|---|------|
| Regional Director of Education or Designate/or Executive Director or Designate, French Education and Languages Branch | Date |
|---|------|

Form M-2: Locally Modified Course of Study Approval Form
For Saskatchewan Learning Use Only

| | | | | |
|--------|-----------------|------------------------------|-----------------------------|--|
| | | Yes <input type="checkbox"/> | No <input type="checkbox"/> | |
| Region | School Division | Division Wide | | |

| | | | | | |
|------------|-------------|------------|-------------|--|--|
| | | | | | |
| School No. | School Name | School No. | School Name | | |
| | | | | | |
| School No. | School Name | School No. | School Name | | |
| | | | | | |
| School No. | School Name | School No. | School Name | | |
| | | | | | |
| School No. | School Name | School No. | School Name | | |
| | | | | | |
| School No. | School Name | School No. | School Name | | |

| | | | |
|--------------|-------------|--------------|--|
| | | 1.0 | |
| Course Title | Grade Level | Credit Value | |

| | |
|----------------------------|-------------|
| | |
| Original Commencement Date | Expiry Date |

Approved: Yes No

Conditions of Approval:

| | |
|---|------|
| | |
| Regional Director or Designate or Executive Director or Designate, French Education and Languages Branch | Date |

Observations and Suggestions

Distribution:

1. Regional Director of Education/Executive Director of FELB
2. Director of Education
3. Provincial Examinations, Student and Teacher Services Unit (Registrar's Office)

| | | |
|---|-------------|--|
| For Use of Registrar's Unit Only | | |
| | | |
| Date Entered | Course Code | Registrar's Office Personnel Authorization |

Appendix A: Legislative Authority

Introduction

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. All students require an approach to education that meets their unique needs and the needs of their communities.

When provincially-developed Secondary Level courses do not meet the unique student and community needs, school divisions may provide courses and programs that differ from those that are provincially developed. In doing so, school divisions should have policies and procedures concerning the development and implementation of courses and programs and the enrolment of students in such offerings.

The Minister's authority for approving local development of courses and programs lies within *The Education Act, 1995/Loi de 1995 sur l'éducation*.

The Education Act, 1995/Loi de 1995 sur l'éducation

- 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 such 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(a) 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 the person's age and level of educational achievement in courses of instruction approved by the conseil scolaire;
 - (i) in the fransaskois school or schools in the francophone education area; or
 - (ii) subject to the stated policies, requirements and conditions of the conseil scolaire, in schools or other educational institutions outside the division scolaire francophone with which arrangements have been made by the conseil scolaire to provide certain services to pupils of the francophone education area.
- 168(2) Notwithstanding subsection (1), the rate of progress of any pupil or of any group of pupils in completing the work of any Level may, in the discretion of the teacher but subject to the policies of the school, be accelerated or decelerated.
- (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 interest 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.

-
- (3) With the approval of the minister, the conseil scolaire may authorize the implementation of a course of study that has been developed within the division scolaire francophone for use in any of the francophone schools in the division scolaire francophone, and that course may be recognized for credit purposes in accordance with the regulations.

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.

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.

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;

Note: The French-language text of these sections of the *The Education Act, 1995/Loi de 1995 sur l'éducation* can be found in the French-language equivalent of this document *Politique et procédures pour les cours en français modifiés localement* or on-line at <http://www.qp.gov.sk.ca/documents/french/statutes/statutes/E0-2f.PDF>.

Regulations of *The Education Act, 1986*

PART IV

Basic Program and Course of Study

INTERPRETATION

21 In this Part:

- (c) “**course of study**” means a statement of the aims and objectives and scope of the content and the nature of the material to be studied in a given subject or area of study at a given grade level.

23(1) The courses of study that may be used in schools are those authorized by the minister and issued in curriculum guides, bulletins or directives.

25 The department shall:

- (a) classify Grades 10, 11, and 12 courses of study in the level 10, 20, and 30 series of courses respectively;
- (b) maintain a policy statement describing the course numbering system; and
- (c) determine the prerequisites and number of credits associated with each course of study.

The Education Act/La Loi de 1995 sur l'éducation and the Department policies regarding courses of instruction are consistent with *The Canadian Charter of Rights and Freedoms/La Charte canadienne des droits et libertés*, and *The Saskatchewan Human Rights Code*. School divisions should consider both of those pieces of legislation when developing and implementing policies related to Locally Modified Courses.

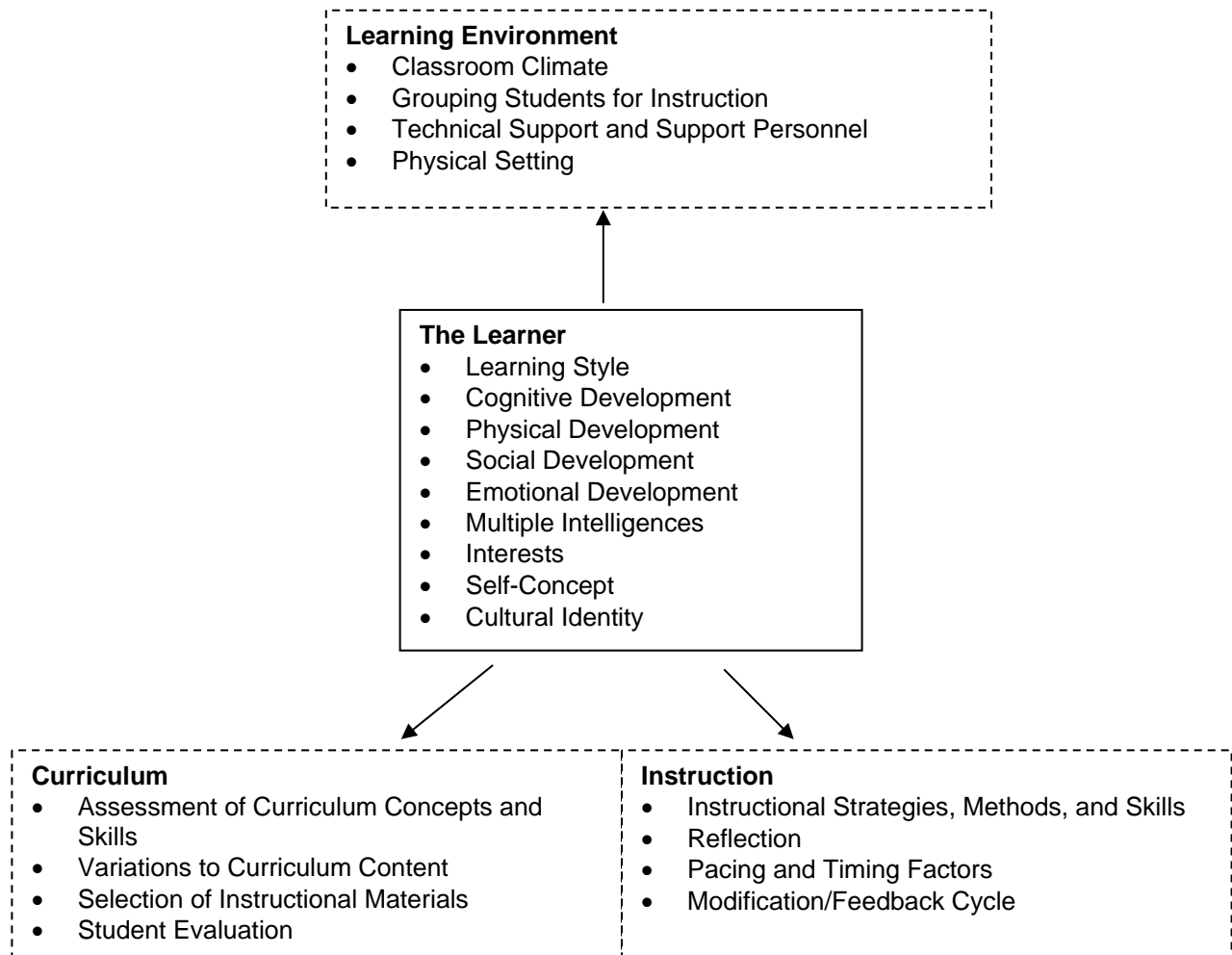
Appendix B: The Role of the Adaptive Dimension

The Adaptive Dimension is a component of Core Curriculum that enables teachers to respond to the diverse learning needs of students. In order to assist students to achieve the objectives of the course, teachers may make changes and adjustments to three variables:

- **Content** (e.g., variations to content including themes, topics, and resources; options for student assessment that allow students to demonstrate what they know in relation to the course objectives);
- **Instruction** (e.g., instructional strategies and methods; peer and cross-age tutoring; pacing and timing of instruction); and,
- **Learning environment** (e.g., classroom climate; student groupings; support services and physical setting).

The Adaptive Dimension addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Adaptations are tailored to students' strengths, needs, and interests and are applied within all programs of instruction (regular and alternative). (For further clarification, refer to the diagram from *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992, shown below. This document is also available in French under the title *La dimension adaptation (ou pédagogie différenciée) dans le tronc commun*, 1993.)

The Adaptive Dimension Variables



(Source: *The Adaptive Dimension in Core Curriculum*, 1992, Saskatchewan Education, page 15)

Appendix C: Checklist for Course Development

As school division personnel complete the required documentation in the approval process for Locally Modified Courses, the following checklist may be of use in ensuring that appropriate procedures have been carried out. The intent is to assist school divisions in preparing documents for submission and approval, and to make the process more transparent and more easily accomplished.

Intent to Proceed (Form M)

This form is intended to assist the school division in exploring the viability of a proposed course of study before going through the entire development process. It is expected that the *Intent to Proceed Form* will provide a brief summary of the proposed course of study that will allow Department personnel to best advise the school division applicants on the next step:

- Is the identification information complete?
- Does the form include a list of all of the schools intending to implement the proposed course of study?
- Does the intent clarify the rationale/need for the course development?
- Has a description of the target audience been included? Does the description include a summary of the students' needs that necessitate course development?
- Is a brief description of the course content included (topics, themes, content areas)?
- Has the school division Director of Education authorized the form prior to submission to the Regional Office or to the French Education and Languages Branch?

Detailed Description (Form M-1)

This form is intended to provide a detailed description of the proposed course of study, the target audience, and identification details for the schools implementing the proposed course. This form is completed upon approval of the Intent to Proceed (Form M).

- Is the identification information complete?
- Are the students, parents/caregivers, teachers, and administrators aware of the implications of enrolling in a Locally Modified Course?
- Does the form include a list of all the schools intending to implement the proposed course of study?
- Has clear information been included indicating whether the proposed course is original to the school division; adopted from another location; or adapted from another location?
- Does the intent clarify the rationale/need for the course development?
- Is there a detailed content outline for the proposed course of study included in the application (related learning objectives, topics, themes, content areas)? **Note: This description should be significantly more detailed than the brief outline included with the *Intent to Proceed*.**
- Have the components and initiatives of Core Curriculum been considered?

| Components | Initiatives |
|--|--|
| <input type="checkbox"/> Common Essential Learnings <input type="checkbox"/> Adaptive Dimension | <input type="checkbox"/> First Nations, Métis and Inuit Content and Perspectives <input type="checkbox"/> Gender Equity <input type="checkbox"/> Multicultural Education <input type="checkbox"/> Resource-based Learning <input type="checkbox"/> Instructional approaches <input type="checkbox"/> Student evaluation <input type="checkbox"/> Career development <input type="checkbox"/> Identity, language and culture (Fransaskois schools) |

(Source: *Actualization of Core Curriculum*, Saskatchewan Education, 1999.)

- Is a bibliographical list of instructional resources attached to the proposed course outline?
- Has copyright clearance been received for any materials included in the application?
- Is there a description of how the program will be evaluated each year? How will the applicants know if the course has been successful or if amendment/redesign is required?

Approval Page (Form M-2)

This page will be generated by the Department to indicate the status of the proposed course of study. When a course is approved, the course will be registered and a course code applied; this information will be sent to the school division by the Regional Office (courses offered in English) or to the French Education and Languages Branch (courses offered in French only) for distribution to the schools implementing the proposed course.

When the school division has received the approval page:

- Has the approval page been sent to all schools that intend to implement the course?
- Has the school division attached a copy of the page to the Form M-1 prepared for submission so that a complete file for the course has been established locally?
- Have conditions and suggestions detailed on the approval page been discussed with the developer(s), and have arrangements been made to address the concerns or conditions in a timely fashion?

Throughout the Five-Year Cycle (Monitoring Form)

- Is the information included on the Monitoring Form an accurate reflection of where each course is in the five-year cycle of approval?
- Has the school division indicated whether or not a course of study is being used in the current school year?
- Have school division personnel reviewed the Monitoring Form and made plans for revision, renewal, or discontinuation of the various courses listed?
- Do schools have this information on file so as to know which courses are available for use in a particular school year?

Other

- Are any unique characteristics of the course or target audience (e.g., one time funding, special resource, community request, specific need) clearly described in the content outline and target audience description on both the Intent to Proceed and the Detailed Description?
- Is the course intended for use for less than a full 5-year cycle? If so, is that clearly indicated in the description provided?
- Is the school division board aware of the plan to implement the Locally Modified Course and have appropriate permissions been granted?
- Have the parents/caregivers, and students signed the release form stating that they understand the implications of enrolling in a locally modified course?
- Are all necessary signatures in place?

Appendix D: Frequently Asked Questions

What is the purpose of the Intent to Proceed with a Locally Modified Course?

The form provides information to the Department about a school division's intention to develop a Locally Modified Course. Upon receipt of the Intent to Proceed form, the Department will inform the school division of a course that may suit their needs, discourage further development of the course, or provide the school division with approval to continue development of the course. School divisions may find that a Locally Modified Course that was previously submitted and approved meets their needs or may require minor adaptations for their use.

Can a Locally Modified Course that was created by another school division be used? Is it still necessary to submit Form M-1?

Courses that have been approved for use by another school division may be adopted. The Department acts as a clearinghouse of information on all Locally Modified Courses. Saskatchewan Learning will attempt to fulfill all requests for samples of exemplary course proposals approved for other school divisions.

It will be necessary to complete Form M-1 for this application, including the Course Outline from the original form. It is also expected that a copy of Forms M-1 and M-2 for the original Locally Modified Course being adopted will be attached to the new Form M-1 submission.

Where are pre-existing or exemplary courses housed?

Saskatchewan Learning will act as a clearinghouse of information on all Locally Modified Courses. Requests for copies of these courses should be directed to the Regional Office or, for courses to be offered in French, to the French Education and Languages Branch.

Why is the description of the specific target audience so important?

This information should be clearly detailed on both Forms M and M-1. The people endorsing the application at the local, regional, and provincial levels will use the information to determine the appropriateness of the proposed content. This information should include the criteria for selection along with a description of the characteristics of the student audience for which the program is being designed (i.e., what are the special circumstances of the students that necessitate a different course?). Students, parents/caregivers, teachers, and administrators must all be clear and understand the implications of enrolling in a locally modified course.

Why does Saskatchewan Learning require such detailed information on Form M and Form M-1?

These courses will become part of a clearinghouse of information maintained by Saskatchewan Learning enabling access by other school divisions and promoting a network of information to assist in the development of exemplary Locally Modified Courses. The generation of student transcripts (Record of Secondary Level Standing) requires the submission of marks or standings. The information contained in the identification sections of Form M and Form M-1 assists in the electronic generation of these documents.

Is it possible to transfer information verbatim from Form M to Form M-1?

Yes, both Form M and Form M-1 encourage this transfer of information and indicate the areas where this transfer is most appropriate. It is especially important that the intentions and descriptions are consistent from Form M to Form M-1. Examples of such areas include the description of the target audience, the goals, and the rationale.

Why do I need to include the Adaptive Dimension when the course has been designed for a specific group of students?

In any group of students, even a group that has a common need, there will be individual differences in development, learning styles, prior learning, and linguistic and cultural background. If all students in the class are to reach their potential, teachers may need to adapt the learning environment, content, or instructional strategies for individuals or small groups.

Fransaskois schools only: How have the "Identity-Language-Culture" objectives been included in the proposed course of studies?

The OILC (Objectifs-identité-langue-culture) are key elements of any Fransaskois curriculum and they must be included in the elaboration of all locally modified courses of study, both basic and advanced. It is essential that these learning objectives be included in the preparation for instruction of students enrolled in this type of course.

Form M-1 requires information regarding the instructional resources chosen. Why is this information required and what are you looking for in this section?

Resources should be evaluated for the use of inclusive language, the absence of stereotypical or racist portrayals, age appropriateness, and other factors. Refer to specific documents from Saskatchewan Learning on issues such as gender equity and selecting fair and equitable materials. Materials chosen should be suitable for the target audience and the course content should be current. Include Canadian and Saskatchewan content where possible.

Resource-based Learning advocates the use of a variety of resources that are chosen to support the teaching and learning related to the course and to address the individual needs of staff and students.

In the list of all major print and non-print resources chosen, applicants must provide the usual bibliographical information (author, title, place and date of publication, publisher, and type of resource).

Why do the parents/caregivers, and students need to sign a waiver that they understand the implications of enrolling in Locally Modified Courses of Study?

Parents/caregivers, and students are encouraged to sign a waiver that they understand that these types of courses may not guarantee admission into post-secondary institutions. This applies if the students are enrolled in Locally Modified (Basic) courses of study. If the waiver is not signed, schools should note on the waiver that parents/caregivers, and students passed on signing the waiver. This form will be housed in the students' academic file.

Appendix E: Sources of Information on Core Curriculum

The following list of documents will assist you in the development of the Locally Modified Course.

| | Sources of additional information or examples |
|---|--|
| First Nations, Métis and Inuit content and perspectives | <i>Indian and Métis Education Policy from Kindergarten to Grade 12</i> |
| Adaptive Dimension | <i>The Adaptive Dimension In Core Curriculum</i> |
| Career development | <i>Blueprint for Life/Work Designs</i> |
| Curriculum reflection, inquiry, or networking | <i>Classroom Curriculum Connections: A Teacher's Handbook for Personal Growth</i> |
| Common Essential Learnings (CELS) | <i>Understanding the Common Essential Learnings: A Handbook for Teachers</i> <i>Objectives for the Common Essential Learnings</i> |
| Core Curriculum Actualization | <i>Actualization of Core Curriculum</i> |
| Gender Equity | <i>Gender Equity: Policy and Guidelines for Implementation</i> http://www.sasked.gov.sk.ca/curr_inst/iru/type_pol.html |
| Instructional approaches, guidelines and strategies | <i>Instructional Approaches: A Framework for Professional Practice</i> |
| Multicultural Education | <i>Multicultural Education: A Policy Document</i> |
| Resources | <i>Resource-Based Learning Policy</i> <i>Diverse Voices: Selecting Equitable Resources for Indian and Métis Education</i> <i>Selecting Fair and Equitable Learning Materials</i> |
| Student evaluation | <i>Student Evaluation: A Teacher Handbook</i> |

Appendix F: Sample Guidelines for Student Enrolment in Locally Modified Course(s)

Generally, most students should be able to successfully complete the Regular Education Program (Secondary Level). In some cases, appropriate adaptations may be required as described in *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992/*La dimension The Adaptive (ou pédagogie différenciée) dans le tronc commun* (Ministère de l'Éducation, 1993). However, there may be occasions when the learning objectives in a specific area of study may not be appropriate for a student. Students in Grades 10 to 12 may be placed in Locally Modified Course(s) of Study if the learning outcomes of the Regular Education Program required courses are too rigorous or more academic challenge is needed.

A Locally Modified Course(s) may be considered for a student who has one or more of the following characteristics:

- has not experienced success in a Regular Education Program, or
- requires more academic challenge, or
- has significant problems with attendance/motivation and work habits, or
- is at risk for dropping out of school, or
- requires life skills and vocational training.

Students who possess one or more of these characteristics **do not** necessarily require a Locally Modified Course(s).

Selection Process for Enrolment in a Locally Modified Course(s) (Basic and Advanced):

1. The classroom teacher recommends a student for a Locally Modified Course (Basic and Advanced). This recommendation is discussed with the student, parents/caregivers, school administrator, career guidance counselor, school division coordinator of student services, and any other consultants or agencies directly involved with the student. The placement has been deemed appropriate by the school administration and team members.
2. Achievement assessments have been completed prior to making a final placement decision.
3. The following information has been provided to parents/caregivers and students prior to placement in a Locally Modified Course(s):
 - a. program goals and content
 - b. differences between Regular and Locally Modified Course(s)
 - c. differences between Regular and Locally Modified Course(s) as they apply to entry into post-secondary education
 - d. methods of program delivery
 - e. rationale for recommending a Locally Modified Course(s).
4. Based on discussions and assessments, the principal, along with the student and his/her parents/caregivers will make a decision as to program placement.
5. If the decision has been made to place the student in a Locally Modified Course(s), parents/caregivers and student must sign a form indicating their agreement. This waiver will be filed with the student's academic file. If the parents/caregivers, and student pass on signing the waiver form, the principal will indicate on the form and file in the student's academic file.

Adapted from *Policy, Guidelines, and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12* (September 2006).

Sample Parent/Caregiver Consent to Enrol in Locally Modified Course

Name

Date of Birth

School

Grade

As a result of formal and informal assessment and consultation with parents/caregivers, teachers and educational personnel, it is the recommendation of the educational team that your child be placed in the Locally Modified Course described below {include grade level and specific course(s)}.

Parental Consent Statement

I clearly understand the recommendation and hereby give permission for the Locally Modified Course placement described above. I understand the rationale for and the implications of this placement and realize that my child:

- a) will be working on Locally Modified Courses and other agreed-upon courses
- b) may not meet the current admission requirements for post-secondary educational institutions
- c) may discontinue the Locally Modified Courses at any time.

Date

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Parent/Caregiver passed on signing waiver Yes

Principal Signature

Date

This form must be completed at the beginning of each school year and filed in the student's cumulative file.

Adapted from *Policy, Guidelines, and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12* (September 2006).

Sample Student Consent to Enrol in Locally Modified Course

Name

Date of Birth

School

Grade

I have discussed and fully understand the following:

- program goals and content
- differences between Regular Education and Locally Modified Courses
- differences between a Regular Grade 12 transcript and a transcript that contains Locally Modified Courses, and the implications for career and other post-secondary choices
- methods of program delivery
- reason for recommending the program.

I, _____ (student's name) agree with placement in a
Locally Modified Course(s) of Study at the _____ grade level.

Signature of Student

Date

Note: This agreement form must be completed each year the student is in the Locally Modified Course(s). A copy must be provided for the parents and student, with the original retained in the student's school file.

Student passed on signing waiver Yes

Principal Signature

Date

Adapted from *Policy, Guidelines, and Procedures for Alternative Education Programs: Alternative Grade 10, 11, and 12* (September 2006).