

Government of Alberta ■
Education

Outreach Programs Handbook 2009



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SECTION 1 — INTRODUCTION

PURPOSE

Alberta Education handbooks are intended to complement and supplement the *Guide to Education* and provide education system administrators and professionals with additional program requirements and other essential information.

The *School Act* (RSA 2000) ensures the right of access to education to eligible persons who are 6 years of age or older and younger than 19 years of age. Section 45 of the Act requires school boards to provide, "...each student enrolled in a school operated by a board and educational program consistent with the requirements of this Act and the regulations that will give the student the opportunity to meet the standards of education set by the Minister." Outreach Programs provide an educational alternative for junior and senior high school students who, due to individual circumstances, find that traditional school settings do not meet their needs.

The purpose of this Outreach Program Handbook is to assist school jurisdictions in establishing and operating Outreach Programs. The Handbook is also designed to help educators, parents and the community at large understand the practices and expectations of Outreach Programs.

WHAT IS AN OUTREACH PROGRAM?

History and Definition

According to Billie E. J. Housego (1999), "Teachers in innovative, alternative schools and programs have attempted, for more than 30 years, to meet the needs of students who either cannot or will not pursue their education in traditional high schools." In Alberta, a few educators began as early as 20 years ago to attempt to meet the needs of these students.

Housego (1999) states, "The term outreach, which applies to community outreach and outreach counselling and refers generally to 'efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population,' has been in use since 1974." (Educational Resources Information Centre Thesaurus, 1997, p.86)

The use of the term "outreach" in Alberta emerged in the mid 1990s. It was preceded by the term "storefront" school, and a number of Outreach Programs still retain "storefront" in their name. The number of Outreach Programs in Alberta has increased significantly since targeted provincial funding commenced in 1995/1996. In the 2008/2009 school year, Alberta Education provided funding to 127 Outreach Programs.

Characteristics of Outreach Programs

All students in Alberta have the right to an education, and school jurisdictions have the responsibility to provide an appropriate education to their resident students (see Section 45 of the *School Act*). Some students, for a variety of reasons, find that regular school programs and services do not meet their needs. To encourage these students to continue and complete their education, Alberta Education provides funding for Outreach Programs for junior or senior high school aged students.

In the early years of Outreach Programs, the focus was on students who were considered at-risk of dropping out of school. That focus remains, but in recent years has broadened considerably to include, but not exclusively, the following students:

- students who want to take their full high school program at the Outreach Program
- students who need only a few more courses for graduation
- students who are working and cannot fit a regular high school program into their schedules
- students who have failed, been otherwise unsuccessful in high school or have dropped out
- pregnant and parenting teens
- students who have been or are involved with drugs, criminal activity and/or sexual abuse
- students who have been bullied or who, for other reasons, find learning difficult because of large classes and crowded schools
- students who have been directed by the board to an outreach program
- students coping with mental or physical health issues such as anxiety, depression or other medical problems
- students who are so heavily involved in sports or fine arts that they are unable to attend classes full time
- students who, because of their religious and cultural norms, find that regular schools do not meet their needs.

Alberta Education provides funding for Outreach Programs to help boards support the success of students who have difficulty with regular education programs. A condition of that funding support is that the Outreach programs must operate in stand-alone facilities. A variety of approaches are used to meet the individual needs of students and help students complete their high school diploma.

All Outreach Programs must provide students with educational supports and services that are in addition to the Programs of Study. Some examples of educational support include personal and career counselling, conflict resolution and anger management techniques, time management and study skills, parenting skills, learning strategies and addictions counselling. These services may be provided onsite or in coordination with community agencies.

Each Outreach Program is unique and is designed to meet the individual needs of its students.

PROVINCIAL LEGISLATION AND REQUIREMENTS

The Outreach Program in Alberta is supported by three sections of the *School Act* (RSA 2000):

Right of Access to Education

8 (1) Every individual

- (a) who at September 1 in a year is 6 years of age or older and younger than 19 years of age, and
- (b) who is
 - (i) a Canadian citizen,
 - (ii) lawfully admitted to Canada for permanent residence,
 - (iii) a child of a Canadian citizen, or
 - (iv) a child of an individual who is lawfully admitted to Canada for permanent or temporary residence is entitled to have access in that school year to an education program in accordance with this Act.

8 (2) A board may permit an individual

- (a) who at September 1 in a year is younger than 6 years of age or older than 18 years of age, and
- (b) who complies with subsection (1)(b),
to have access in that year to an education program in accordance with this Act.

Responsibility to Students

45(1) A board shall ensure that each of its resident students is provided with an education program consistent with the requirements of this Act and the regulations.

Powers of Boards

60 (1) A board must

- (a) establish policies respecting the provision of educational services and programs;

60 (2) A board may

- (a) subject to section 39 and the regulations, develop, acquire or offer courses or programs;
- (b) subject to section 39 and the regulations, develop or acquire instructional materials for use in programs or in schools.

A school board may choose to establish an Outreach Program to meet the needs of some of its students, provided it also continues to offer regular educational programs for the rest of its students. Prior to establishing an Outreach Program, the school board must pass a motion granting approval for members of its staff to offer an Outreach Program. A number of additional steps need to be taken in establishing the program (see page 9 of this handbook for a checklist).

Outreach Programs in Alberta must meet requirements as outlined in the *Guide to Education*. An Outreach Program must:

- be operated as a stand-alone facility. The site and facilities must meet Alberta building, health and municipal zoning requirements.
- be covered by the school board's liability insurance. The school board must ensure that its liability insurance is extended to protect the board, its employees, students and third parties, as required.
- have written policies and procedures for the program (see Appendix A, pages 31-32, for a sample policy statement). A school board operating an Outreach Program must develop, keep current and implement written policies and procedures for the program. Policies must deal with student eligibility, attendance, program, performance, evaluation and administration.
- provide special training and support services. These may include personal and career counselling, conflict resolution and anger management techniques, time management and study skills, parenting skills, learning strategies and addictions counselling.
- provide students with access to instruction by a certificated teacher during the instructional day for a minimum of 950 hours per year in junior high, and 1000 hours at the high school level.

BENEFITS AND CHALLENGES

Outreach Programs are, by definition and practice, different from regular school programs. The differences are beneficial to and challenging for the students, school staff and school jurisdiction administration.

Benefits for Students

Benefits include:

- Students are able to follow a customized education program. All students work toward obtaining their high school diplomas, but they are able, in consultation with teaching staff, to choose which courses they take and when they take them.
- Students work at their own pace. Although the school may set minimum expectations for student progress (e.g., completion of two modules per week), students are given a great deal of flexibility to work at the best pace for their ability, their motivation and their personal, home and work situations. This flexibility attracts many students back to school and enables them to complete high school.
- Attendance expectations are also flexible. In some Outreach Programs, students are required to be present for only one or two hours per week in order for teachers to monitor their progress and deal with the students' personal needs. In other Outreach Programs, students may be required to attend school for 10 or more hours per week. Attendance also may be defined as the time that the student attends to studies off campus.
- The Outreach Program may have extended hours. Some Outreach Programs serve students who have daytime work schedules or who attend another school during the day. They do so by extending the school day on one or more days of

the week. For example, the school may open later in the morning and stay open later in the afternoon, may be open one evening a week and/or may be open during the summer.

- Students can take some high school courses while working. Although regular high schools may allow students to take a reduced workload, an Outreach Program may permit students to take as little as one course at a time, if that is all the student can manage.
- The student/teacher relationship may be more meaningful as teachers have the opportunity to provide more personal attention thereby allowing them to get to know the individual needs of students including their personal lives as well as how they are performing in their school work. This results in students believing that teachers care about them as individuals.
- Outreach Programs have low student/teacher ratios. Many Outreach Programs limit the number of students per certificated teacher. Flexible scheduling and attendance requirements provide for low student/teacher ratios during the school day. As a result, students have a learning environment that provides additional individualized assistance to meet their learning needs.
- Students have access to specialized training and support services, such as parenting courses, personal and career counselling, conflict resolution, anger management, time management, study skills and learning strategies.
- Students are able to complete coursework within flexible timelines.
- Outreach Programs provide some students with a second chance to succeed in completing high school by giving students an opportunity to study in a more supportive environment designed to meet their individual learning needs.

Benefits for Staff

Benefits to staff working in an Outreach Program include:

- A low student/teacher ratio provides teachers with the opportunity to focus on the individual needs of students.
- Teachers frequently observe positive results in student achievement as students are focused on fewer courses.
- Discipline problems among students may be significantly reduced.
- Staff have a chance to work with students beyond the academic focus. In an Outreach Program, teachers have the opportunity and responsibility to work with students to address their behavioural, mental and physical health issues. These issues frequently arise during group discussions or one-on-one discussions with the teachers.
- Teachers have a chance to assist students to realize their goals and have confidence in their own abilities. Teachers work with students one-on-one and, through discussion and support, show that the goals students have are possible to attain. When students meet their goals, they start to believe in their abilities.
- Teachers have an opportunity to change students' negative school experiences into positive ones. Some students find their time in a regular school to be a stressful and negative experience. These students often find that Outreach Programs provide an environment that is positive and supportive.

- Teachers and other staff frequently make a conscious choice to work in Outreach Programs. Many teachers who teach in Outreach Programs report that they enjoy the teaching environments and would not like to return to a traditional school setting.

Challenges for Students

Students face a number of challenges in Outreach Programs, including:

- Student success in the Outreach Program frequently depends on the student developing self-discipline. In most Outreach Programs, students have fewer restrictions on their time due to flexible attendance requirements and course loads. To be successful, students must acquire the motivation and self-discipline to complete course work on their own. Becoming independent learners is the key to success in Outreach Programs.
- One of the major challenges for students is learning to use the flexibility in programming and time to their best advantage. Since they are responsible for their own learning, it is essential for them to acquire skill in managing their time effectively.
- Outreach staff challenge students who have had negative experiences with school to change their views in an Outreach Program. It takes time for students with a history of problems to believe that they can succeed and that flexibility in expectations and timelines can make their school experience more pleasant and successful.
- Where parents are absent or disinterested, students sometimes feel that no one cares or that the negative attitude of their parents is sufficient reason for them to give up. Overcoming this view takes time and the support of others, including staff members in Outreach Programs.
- Students are often faced with overcoming past and present social challenges. These challenges require a strong will and perseverance in order to break ties with friends who are exhibiting unacceptable behaviours, overcome the negative attitudes toward school that may be present in their neighbourhoods and give up bad habits such as drugs or alcohol.
- Students need help from staff members to establish realistic short- and long-term goals that fit their interests and abilities.

Challenges for Staff

Outreach Program staff face many of the same challenges encountered by teachers in a traditional school setting. They also encounter additional challenges due to the nature of Outreach Programs. These include:

- Balancing their investment of time, talents and energy between their personal and professional lives. While helping students deal with their personal issues is satisfying for many teachers, it comes with increased demand in terms of time and energy. Staff may find that students need their help even beyond the school walls or the school day.

- Keeping students motivated to attend to school and remain committed to their goals. Constant positive reinforcement and support are required to assist students to stay motivated and committed.
- Managing the heavy load for marking assignments.
- Providing subject expertise in all or many areas.
- Handling the feeling of isolation from the supports provided within the traditional school setting.
- Assisting students in becoming more responsible for their own actions.
- Setting up a network with each student's parent(s), where appropriate.
- Addressing the diverse mental, physical and emotional needs of students in order to help the students meet the expectations for significant academic progress.
- Acting as a teacher, counsellor, social worker, and advocate for so many students.

Challenges for School Jurisdictions

School jurisdictions operating Outreach Programs report the following challenges:

- Per pupil funding is sometimes insufficient to operate an Outreach Program due to the extra services and supports needed.
- Keeping track of students takes much more time and effort than in regular schools.
- Selecting appropriate staff members who are suited to work in an Outreach Program.
- Justifying the value of an Outreach Program to the community.
- Accommodating high rent or lease costs for stand-alone facilities that house Outreach Programs.

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SECTION 2 — DEVELOPMENT AND IMPLEMENTATION

The following steps are required for a school jurisdiction to operate an Outreach Program:

- Pass a board motion granting approval to operate an Outreach Program.
- Complete an Application to Offer an Outreach Program (Appendix D) for the following school year and deliver it by March 31 to the Director of the Alberta Education Zone Services Branch serving that board. The application must include a plan about how the program will be offered.
- Receive approval from the Director of the Zone Services Branch prior to commencing the program for the first time. Once granted, program approval is ongoing.
- Ensure that the site and facilities where the Outreach Program will be offered are stand-alone and meet Alberta building, health and safety standards for school buildings.
- Develop, keep current and implement written policies and procedures for the Outreach Program.
- Ensure that the program uses the Alberta Education Programs of Study. The board also may include a motion that endorses the use of locally-developed junior or senior high courses.
- Ensure the program provides students with educational supports and services and training that are in addition to the Programs of Study.
- Ensure that students have access to instruction by a certificated teacher during the instructional day for a minimum instructional time of 950 hours for junior high school students and 1000 hours for high school students.
- Include Outreach Program operations and results in the jurisdiction's Annual Education Results Reports and Three-Year Education Plans.

AVAILABLE RESOURCES

When planning an Outreach Program, school jurisdiction staff may find it useful to:

- develop an inventory of community resources and services;
- review the necessary strengths and interests of school staff before assigning or hiring staff for the program;
- decide on courses and special services to be offered;
- find an appropriate site that is close to bus routes, away from existing schools, in an area where students live, and easily accessible to work places; and
- create a joint operation with another school jurisdiction, in the same community, if the program is in an area where student numbers are low.

TIMEFRAME

Planning an Outreach Program requires a number of tasks that should be implemented. These tasks could include the following:

TASK (Some may occur simultaneously)	Responsibility	Timeline	Cost
Develop a proposal to create an Outreach Program.			
Present proposal to school board and receive approval.			
Board passes motion to have an Outreach Program.			
Draft vision and mission statements.			
Develop timelines for operationalizing program.			
Develop description of program to be offered.			
Investigate and locate appropriate site/facility.			
Complete leasing arrangements for school.			
Arrange for health and safety inspections.			
Research nature of staff needed for program.			
Investigate sources of appropriate staff.			
Publicize positions and invite applications.			
Review applications carefully to ensure appropriate staff are hired.			
Communicate plans to other school staff and establish effective relationships.			
Establish conditions for referring students to program.			
Determine costs of lease, utilities, insurance, staff, resources, equipment, etc.			
Meet with community agencies and establish roles and relationships.			
Establish roles of staff, parents, and students.			
Develop budget for Year 1.			
Board approves both start-up and ongoing budgets.			
Set student registration dates.			
Advertise program in local media.			
Develop/acquire special courses to be offered by program.			

TASK (Some may occur simultaneously)	Responsibility	Timeline	Cost
Acquire distance learning material for regular courses.			
Establish attendance requirements.			
Establish performance expectations for students.			
Send proposal to Director of Zone Services Branch before March 31.			

OUTREACH PROGRAM PROPOSAL

The first step in establishing an Outreach Program is the development of a proposal. The proposal should include the following:

- the name of the Outreach Program;
- a description of the Outreach Program, including the goals of the program;
- a description of the students to be served, which may include students who have left school early but may be motivated to return, working students, students with special needs, and students with timetable conflicts in their regular school;
- an outline of the grade levels to be offered in the school (junior and senior high);
- anticipated enrolment;
- a general description of the location of the school, including such considerations as proximity to bus lines, easy access for students who work, and distance from existing schools;
- instructional delivery methods that will be used in the program. This would include, for example, small group classroom instruction, online instruction and instruction provided through Alberta Distance Learning materials;
- staff requirements, such as certificated teachers, teacher assistants, administrative support and counsellors;
- funding considerations, including sources of funding, and estimated expenditures for facility, utilities, resources and equipment;
- the starting date for school operation; and
- the method of evaluation that will be used for students and for the program.

OUTREACH PROGRAM APPLICATION

Once the school board has approved an Outreach Program by passing a motion the superintendent must submit an Application to Operate a New Outreach Program (Appendix D) to Alberta Education for approval. Prior to submission of the application, the board should:

- appoint a principal of the Outreach Program
- identify the facility that will house the Outreach Program
- carry out inspections to ensure health, safety and building standards are met
- establish the program for the school, including how the program will be delivered
- set expectations for student attendance, performance and achievement.

The application form must be submitted to the Director of the Zone Services Branch by March 31 of the year in which the program is to be introduced.

IMPLEMENTATION PLAN

After the board and Alberta Education have approved the Outreach Program, there are a number of actions that should be taken to operationalize the program. As some of these actions can occur simultaneously, the list should not be considered to be chronological.

Prepare the School Site for Students and Staff

- The facility must be inspected to ensure that health, safety and building standards are met.
- Renovations may be necessary to accommodate the space requirements of staff and students.
- Furnishings need to be acquired and installed. These may include desks, tables, computer tables, chairs, cupboards, shelving, sinks, filing cabinets and playpens.
- Other equipment that may need to be purchased and installed including computers, printers, telephones, a fax machine, a photocopier, a television, a stove, a fridge, a dishwasher, a washer and a dryer.
- Preparation of the facilities to accommodate technology may be necessary and should be addressed prior to installation of equipment.

Develop/Acquire Program Materials and Resources

Instructional delivery in Outreach Programs may include all or some of the following approaches; small group classroom instruction, online instruction and instruction provided by the Alberta Distance Learning Centre. Arrangements should be made to acquire appropriate learning materials and instructional equipment.

- Specialized courses in areas such as learning strategies, time management, conflict resolution, study skills and parenting skills need to be developed or acquired if the Outreach Program is planning to offer them.
- In addition to course materials, learning resources including reference materials and other resources (e.g., computer software), need to be acquired.

Hire Staff

One of the most critical components in establishing an Outreach Program is selecting staff that are empathetic, caring and prepared to address the learning needs of students.

- Staff should be flexible in academic and behavioural expectations and supportive of students needing help.
- Staff should be prepared to deal with students who may be involved with drugs, criminal activity and/or sexual abuse.
- Ideally, teachers should have a wide range of knowledge and experience in numerous subject areas.

- Teachers, teacher assistants and administrative assistants should be team players.

Meet With Community Agencies

Establishing a liaison with community agencies and arranging for their involvement when needed are important to the success of the Outreach Program. Community agencies may include the police, Alberta Alcohol and Drug Abuse Commission (AADAC), social services such as Family and Community Support Services (FCSS), health unit nurses and mental health workers. Representatives of these groups can assist the school in offering workshops as well as helping individual students in need.

Meet With Principals of Other Schools

It is important to meet with principals of other schools, especially those whose students may become students in the Outreach Program, to establish procedures under which students may move from one school to the other. For example, in some jurisdictions, students currently registered in a regular school are not accepted in the Outreach Program unless they have the consent of the principal of the regular school.

Develop a Vision and Mission Statement

The development of vision and mission statements is an important activity. Staff should be involved in the process. Once the program is established the goals included in the original proposal may need to be revised based on suggestions from the board, staff and community.

Develop a Budget

- Develop a start-up budget for establishing the program.
- Develop a separate budget for the ongoing operation of the program.

Develop a Statement of Roles

It is important to develop a statement of roles for all those who will be involved in the program. This statement may include central office personnel, the principal, teachers, teacher assistants, students and parents.

ACCOUNTABILITY

Each school jurisdiction is required to submit a Three-Year Education Plan and an Annual Education Results Report to Alberta Education. All schools in the jurisdiction also are required to develop a Three-Year Education Plan and an Annual Education Results Report. Outreach Programs are required to develop these two reports.

In addition, section 20 of the *School Act* requires principals to evaluate or provide for the evaluation of programs offered at their schools. In Outreach Programs, accountability measures may include:

- course completion rate
- graduation rate
- diploma examination results
- the percentage of students meeting their timelines for completion of modules and courses
- student feedback designed to highlight attitude, behaviour and success
- parent feedback with respect to students' attitude, behaviour and success.
- student improvement in social skills, appearance, etc.
- the number of students helped by the Outreach Program who graduate from other schools
- the number of students who stay in school as a result of the Outreach Program
- anecdotal descriptions of successes by students who have been helped by the Outreach Program
- student satisfaction on surveys

COMMUNICATION PLAN

The school jurisdiction should have a communication plan for the Outreach Program. Parents, community and other schools should be aware of the purpose of the program and the steps being taken to initiate it. School location, potential students and the unique characteristics of the program should be communicated to the public. The vision, mission and goals statements of the Outreach Program should also be communicated. For example the mission may be stated as, "The mission of XYZ Outreach Program is to promote academic performance, career education, improved attitude and acceptable behaviour in a safe and caring environment."

The goals of the Outreach Program may include the following statements:

- increase student confidence and motivation for learning
- improve student achievement in academic subjects and completion of diploma requirements
- improve student self-discipline and independence in learning
- improve student learning strategies
- provide one-on-one assistance to students in a positive learning environment
- provide flexible program options for students

SPECIAL EDUCATION NEEDS

According to the *Guide to Education*, students with special education needs are:

- (1) students described in sections 45 and 47 of the *School Act* as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics; or
- (2) students who may require specialized health care services; or
- (3) students who are gifted and talented.

The *Guide* also states that school authorities are responsible for the:

- identification, assessment and placement of students with special education needs;
- development and implementation of Individualized Program Plans (IPP); and
- evaluation of the individual progress of students with special education needs.

Outreach Programs that serve students with special education needs must meet the standards as described in the *Standards for Special Education*.

Students with special education needs may find success in Outreach Programs for a variety of reasons:

- the learning is individually paced
- the atmosphere is caring and supportive
- the work schedule is flexible
- students may have access to teacher assistants, counsellors, and youth care workers
- students have access to frequent one-on-one instruction by teachers

Boards may need to assign teacher assistants for some students with special education needs who attend school in the Outreach Program.

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SECTION 3 — ROLES AND RESPONSIBILITIES

The *School Act* describes the required duties of principals and teachers, and the responsibilities of students. The roles and responsibilities of others who participate or support Outreach Programs should also be clearly delineated. The following are lists of some key roles of the major participants in Outreach Programs.

ROLE OF CENTRAL OFFICE

The role of Central Office is to:

- work with school staff to develop the Outreach Program (e.g., define the program, identify resources and review program development issues)
- make recommendations to the school board regarding approval of the new Outreach Program and subsequent changes to the program, as needed
- consider Outreach Programs in the development of jurisdictional policies
- provide support, advice and assistance to school administrators by identifying resources, providing leadership training, assisting in hiring, and organizing transportation services where necessary.
- provide ongoing liaison, advice, assistance and problem resolution to community groups on behalf of the school jurisdiction
- evaluate the principal and the Outreach Program
- ensure that appropriate funding is available to the Outreach Program.

ROLE OF THE BOARD OF TRUSTEES

A Board of Trustees provides leadership and support to all schools in the jurisdiction. The board:

- approves the philosophy, mission statement, policies and regulations that direct school programs
- approves Outreach Programs
- allocates sufficient funds for Outreach Programs through the budgeting process
- provides support to the Outreach Program by attending functions and by working with and promoting the program
- includes the planning and reporting of Outreach Programs in the jurisdiction's Three-Year Education Plan and Annual Education Results Report.

ROLE OF PRINCIPAL OR ADMINISTRATOR

The principal has certain roles as outlined in the *School Act*. These include:

- providing instructional leadership
- ensuring that instruction by teachers is consistent with the Alberta Education Programs of Study and other programs that may be prescribed
- evaluating or providing for the evaluation of programs
- ensuring that students have the opportunity to meet standards
- directing the management of the school
- maintaining order and discipline

- promoting cooperation between the school and the community
- supervising the evaluation of students
- evaluating teachers
- carrying out any other duties that may be assigned.

In an Outreach Program, the school principal or administrator also has the responsibility to:

- understand and support the program philosophy
- be flexible and open to new ideas and willing to make allowances for individual differences
- match the program to the students
- hire appropriate staff
- ensure that the program is implemented in a manner consistent with the board's expectations
- obtain necessary resources so the staff members can do their jobs
- arrange appropriate professional development and learning opportunities for staff
- promote the Outreach Program
- maintain a cooperative and harmonious environment in the school
- establish and maintain a strong network with principals of other schools, particularly with other Outreach Programs, and with community agencies affiliated with Outreach
- encourage the participation of parents in the school
- maintain frequent and ongoing contact with students and staff
- develop the school's Three-Year Education Plan and Annual Education Results Report and use results to make continuous improvement.

ROLE OF TEACHERS

The *School Act* requires teachers to provide instruction competently, teach programs of study, promote goals and standards, encourage and foster learning, evaluate students, maintain order and discipline and carry out any other duties that may be assigned. Teachers also are required to display the skills, knowledge and attitudes as described in the *Teaching Quality Standard*. In an Outreach Program, the teacher is expected to:

- be a listener
- be a counsellor to students
- foster the development of independent learning and self-discipline among students
- have a broad knowledge of curriculum and instruction
- be flexible, non-traditional, innovative, resilient and a risk taker
- believe in the ability and potential of Outreach students
- treat Outreach students respectfully and be empathetic, tolerant, patient, accepting and fair
- be a good communicator in groups and in one-on-one situations, with students, parents and others

- be a team player who accepts the common goals and philosophy of the Outreach Program, and be able to connect with students who require specialized supports or services
- have the stamina and ability to deal with constant change.

ROLE OF SUPPORT STAFF

Outreach support staff are listeners and caring, supportive adults. They may counsel and/or tutor students. Other roles include acting as receptionists, accountants, record keepers, file clerks, disciplinarians and library technicians. They often:

- assist students with special education needs in their learning and their school activities (e.g., by reading exams to a student who is visually impaired or by helping a student stay focused)
- provide academic support to reinforce concepts in subjects
- supervise students on breaks
- assist teachers
- provide information about various community support services.

ROLE OF STUDENTS

In most cases, students choose to attend an Outreach Program. Once accepted into the program, students are required to meet the expectations of the program. The primary purpose of an Outreach Program is to help students to complete high school. Students have a responsibility to work toward that goal.

The *School Act* requires students to:

- be diligent in pursuing their studies;
- attend school regularly and punctually;
- cooperate fully with everyone authorized by the board to provide education programs and other services;
- comply with the rules of the school; and
- respect the rights of others.

In addition, Outreach students:

- set learning goals to guide their studies;
- work on and complete courses at an agreed-upon schedule;
- meet the attendance requirements of the program;
- are or learn to be self-motivated; and
- exhibit appropriate behaviour.

ROLE OF PARENTS

Parents can be supportive of Outreach Programs by:

- keeping in regular contact with the program staff to determine the progress of their son or daughter;
- encouraging and enabling their son or daughter to attend school when needed and to complete his/her school work;
- attending special events at the school, such as graduation ceremonies;
- volunteering to assist and support teachers in the Outreach Program; and
- attending parent-teacher interviews.

Parents of students with special needs who are attending an Outreach Program need to also sign their children's Individual Program Plan.

ROLE OF SCHOOL COUNCIL

In accordance with section 22 of the *School Act* and the *School Councils Regulation* the principal shall establish a school council for the Outreach Program. School councils ensure that parents have a voice in their children's education.

School councils may provide advice on new school initiatives and assist the school in communicating to the community. The school council's role is to advise the principal and the board about any matter related to the school. As a part of this role, a school council:

- works with the principal and staff to develop new programs that are consistent with the goals of the Outreach Program;
- provides input to the principal and staff regarding the community's expectations; and
- assists in promoting the school and its programs.

In the event that there are not enough parents who express interest in serving on a school council, the principal may set up an advisory council composed of community members.

ROLE OF COMMUNITY

The community may, through its awareness of Outreach Programs:

- provide, when appropriate, the expertise of certain community members to staff and students;
- attend special events sponsored by the Outreach Program;
- provide support to the Outreach Program by volunteering in and/or promoting the program; and
- provide learning (work experience; RAP) and employment opportunities for Outreach students.

ROLE OF EXTERNAL SUPPORT AGENCIES

External support agencies provide assistance to Outreach Programs and students. Their role varies depending on the nature of their services. The role of an agency may be to:

- provide counselling services for students (e.g., Addiction and Mental Health)
- provide financial support to students in need (e.g., Student Finance Board and Employment and Immigration)
- supervise students who are involved in the justice system
- provide opportunities to learn about and experience work in business and industry (e.g., Nova, Career Development and Nisku Economic Development Initiative)
- support and educate pregnant teens and parenting teams (e.g., Parent's Place, Pregnancy Crisis Centre, Women's Outreach, Health Unit Better Beginnings)
- provide special courses or workshops (e.g., Career Development for employment skills, St. John Ambulance for first aid and Children's Services for independent living for teens).

ROLE OF ALBERTA EDUCATION

The role of Alberta Education is to:

- review and, if appropriate, approve applications for Outreach Programs
- consider Outreach Programs in the development of provincial legislation
- provide advice and assistance to schools and jurisdictions through the Field Services Branches
- monitor Outreach Programs to promote continuous improvement
- provide feedback to senior officials of Alberta Education regarding the successes and challenges of Outreach Programs
- provide funding support to school jurisdictions to operate Outreach Programs.

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SECTION 4 — SUPPORT TO STAFF

PROFESSIONAL DEVELOPMENT AND LEARNING

Some professional development activities are carried out within the school jurisdiction. For example, professional development days frequently are held within the school or the community and are led by staff or others who are contracted for their expertise. Other sources of professional development include:

- principals, teachers and central office staff from other school jurisdictions that have Outreach Programs
- Alberta Education staff
- regional professional development consortia
- Alberta Teachers' Association professional development service and the Outreach Council
- universities, colleges and technical institutes
- community resource people, including people from business, industry and service agencies
- private consultants with expertise in working with youth
- conferences, conventions, workshops, and seminars in other communities that are sponsored by professional organizations.

Professional Development: Teachers and Principals

Professional development for teachers and principals in Outreach Programs is important for sustaining and extending the skill and knowledge of the staff and for supporting novel approaches to thinking, teaching and learning.

Areas that should be the focus of professional development include:

- knowledge of new or revised curriculum and resources
- new research findings in teaching and learning
- teaching techniques and strategies for working in groups and one-on-one
- effective problem-solving skills
- conflict resolution skills
- visits to other Outreach Programs and networking with staff in those programs
- in-depth knowledge and understanding of the roles of community agencies.

Learning Opportunities: Non-certificated Staff

Non-certificated staff should also be provided with learning opportunities. These staff work with students, meet with parents, interact with community agencies and meet the public. Learning opportunities may be provided in areas such as public relations, reception, communications, accounting, conflict resolution, budgeting, counselling, record keeping and filing.

WORKING WITH EXTERNAL SUPPORT AGENCIES

Close communication and cooperation with community agencies are critical for finding the most effective ways of addressing students' needs. Outreach staff should ensure that the lines of communication between the Outreach Program and community agencies remain open. In some communities, effective Outreach Programs encourage private businesses, industries and/or the Chamber of Commerce to provide support to the students in Outreach. The support may include:

- agency workers, such as counsellors or youth workers, assigned to the school on a part-time or full-time basis
- the provision of services by an agency in another location, such as pregnancy crisis centre or youth court
- the provision of workshops or seminars in the school for students or staff on topics such as job safety, parenting and employment opportunities.

SECTION 5 — EFFECTIVE PRACTICES

Based on formal and informal monitoring the following practices have been reported as effective in enhancing the operations of Outreach Programs.

INTAKE PROCESS

The most effective intake processes often have the following components:

- Initial interview with student and parent(s): Questions such as, “Why did you choose to come here? What are your goals? What kind of commitment are you willing to make? Are you planning to continue at the regular high school or to return there at some point? How many high school credits have you completed to date? Do you have a history with Justice or Child Welfare?” provide important information about the student
- completion of all necessary registration form(s)
- a timeline and/or contract that includes the student’s name, address, phone number, name of parent/guardian, number of credits needed for diploma, list of courses and modules to be taken in each semester, and timelines for completion of each module in current semester (based on the goals expressed by the student)
- signatures of the student, the teacher and a parent, unless the student is an independent student
- delivery of a copy of the signed document to the students so they have a record of what was agreed, including the signature of the student on a FOIP form
- knowledge of local policy and the implications of shared students (e.g., students who also are registered in a regular high school)
- identification of students who have been assessed and coded as having special needs.

STUDENT ORIENTATION TO OUTREACH

Staff should provide students with an orientation session. The purpose of providing an orientation session is to:

- assist students to reconnect with the formal learning process
- familiarize the student with the independent learning approach
- give both the student and the teacher an idea of how the student will manage as an independent learner.

FLEXIBILITY IN OUTREACH PROGRAMS

Flexibility is an important factor in supporting student success in Outreach Programs:

Flexible Attendance

- All Outreach Programs should practice flexibility in attendance requirements. The most effective Outreach Programs have attendance requirements that are individualized to the needs of the student.

- If a student has a high level of self-discipline, he/she may need to come to the school only to drop off completed work and pick up new assignments and/or to get help from the teacher.

Flexible Hours

- Outreach Programs have flexible hours of attendance for students; however, the programs must meet provincial requirements for hours of access to instruction.
- Flexible hours mean that students can attend at a time that fits with their own schedule. They may be working, involved in extra-curricular activities or have other responsibilities that place limitations on their schedule. Taking advantage of flexible hours may be the only way they can finish high school.
- Extended hours (late afternoons and/or evenings or even summer school) are one way to provide flexibility for students.
- A year-round Outreach Program may be the best way to meet the needs of some students.

Flexible Programming

Outreach Programs provide the teacher with opportunities for using flexible approaches with individual students:

- Assign a staff member as a mentor/contact for each student in the program. Every student has at least one person he/she can go to, not only for counselling or personal help but also for help in dealing with work or study situations.
- All members of the Outreach staff are willing to give students support in times of crisis.
- Design a program based on each student's areas of interest, by taking them on tours of businesses and job areas in which they have expressed interest and by designing courses and/or by modifying CTS courses to fit the students' interests and abilities.
- Provide access to technology.
- Involve students in extra-curricular activities to help them to maintain their interest and motivation.
- Provide a relaxed attitude toward student attire and learning situations (e.g., allowing students to do work while listening to music with headphones).
- Provide flexible timelines for students who are dealing with emotional and social needs.

RESPECT FOR STUDENTS

It is important for Outreach staff to treat their students and the student's family with respect. When students understand that they are important, they often no longer feel the need to prove themselves, to show off or to act out in order to be noticed.

An effective way of showing respect for students is to treat them as adults. For example, adults frequently use first names when addressing each other. Students

place considerable importance on this approach and feel more comfortable in a school where they are allowed to use first names for teachers and others.

Respect is also fostered when students take ownership of their education. Students in Outreach Programs should be encouraged to take responsibility for learning. They should be involved in planning, the delivery and the evaluation of their education program.

LISTENING TO STUDENTS

One of the most effective practices of Outreach staff is listening to students. Students say that their teachers listen to their personal, social, financial and academic concerns and, where possible, act on/respond to what they hear.

CELEBRATIONS

Effective Outreach Programs use a variety of activities to maintain a positive atmosphere and to reinforce student efforts. Some examples of these activities include:

- social gatherings (e.g., pancake breakfasts, perogy dinners, barbeques, Halloween parties, monthly birthday parties)
- certificates for completing courses
- graduation ceremonies

COMMUNITY SUPPORT SERVICES

Program effectiveness is enhanced by support staff who provide additional services in Outreach Programs. Whether the additional person is a counsellor funded by Family and Community Support Services, a youth worker from the local Child and Family Services Office, Addictions and Mental Health, the justice system or anyone else who provides support services is an important contributor to the success of these programs.

FINANCIAL SUPPORT

Attending to student's basic needs is critical to achieving success in Outreach Programs.

In many programs, some students may face financial difficulties. Outreach Programs have introduced effective practices to decrease the impact of financial challenges by waiving fees, providing bus tickets or providing breakfast and/or lunch programs for students in need. The source of funding may be the operating budget, the community or from organizations or foundations that have been approached to support the programs. They often link with the local Employment and Immigration office to discuss cases where independent students can apply for student assistance.

STUDENT RECORD MANAGEMENT SYSTEMS

Managing student record information is challenging. The information comes from various sources and there are various staff members who receive the information and need to enter it into the system. To be most useful, the records system should be electronic, accessible to all staff, easy to use, flexible, and expandable so that it meets new needs as they arise. For example, Lethbridge School District No. 51 has developed an Outreach Student Information Management System (OSIMS), a software program that operates on a secure web browser. This software is effective because it tracks all the important aspects of the program, saves time for everyone using it, and is easy to use. The program tracks:

- general information — student's name, birthdate, age, health care number and the name of the student's doctor
- contact information — parent/guardian phone numbers, address and e-mail address
- social agency worker's information — phone number, contact name, agency
- enrolment status (i.e., whether the student is currently active in a program/school)
- case notes — anecdotal, educational goals, follow-ups, and phone calls
- assessment information — results of specialized testing
- transcript details — courses in which the student is currently enrolled, school grade, exam grade, final course grade, course completion forms, credit types, and number of credits
- library services — the entire library is recorded on OSIMS, so books are checked out to students using bar code scanner
- fees — can be tracked and invoices can be created and printed
- Individualized Program Plans — students with special needs are tracked in this section.

SECTION 6 — QUESTIONS AND ANSWERS

ELIGIBILITY TO ATTEND

- 1. Can anyone register as an Outreach Program student?**
No. Local school board policy must address eligibility requirements for Outreach Programs, consistent with provincial requirements.
- 2. How old can students in the Outreach Program be to be eligible for provincial funding support?**
Students in Alberta schools are eligible for funding so long as they have not reached the age of 20 years on September 1 of the school year in which they have registered.
- 3. Can a school board expel a student from an Outreach Program?**
Yes. A school board can expel a student from any of its programs if, in its opinion, the student's conduct does not comply with section 12 of the *School Act*. A parent, or a student if the student is over 16, may ask that the Minister of Education review a decision to expel the student from school.

The expulsion of a student from a particular school or program in the jurisdiction does not remove the responsibility of the board to provide an education program to the student.

PROGRAM

- 4. Is an Outreach Program required to provide students with anything more than distance learning courses and materials?**
Instruction in many Outreach Programs is delivered through a variety of methods including small group instruction, one-on-one instruction, and online instruction. Many Outreach Programs use Alberta Distance Learning materials as learning resources.

Provincial conditions for funding of Outreach Programs also require that students have access to services such as personal and career counselling, training in conflict resolution, life skills, anger management and study skills or other services which may be important to meet the needs of the students.
- 5. Is it possible to prepare and use locally-developed courses?**
Yes. The *Guide to Education* provides the details and processes required for locally-developed courses. If a program is developed and receives approval from the local school board, it must then be referred to the Curriculum Sector, Alberta Education, for recognition as an authorized local offering.

6. Are students in Outreach Programs taught from the same curriculum as students in regular schools?

Yes. It is the responsibility of the principal and superintendent to ensure that instruction provided by the teachers in an Outreach Program is consistent with Alberta Education's Programs of Study and any education programs/courses prescribed, approved and/or authorized by Alberta Education. In many Outreach Programs, the curriculum is formatted in Alberta Distance Learning modules to make independent learning easier. Each Outreach Program also must provide services and training that supports the success of students attending the program.

7. Is it possible to serve junior high students with severe emotional/behavioural disabilities (code 42) through an Outreach Program?

It depends on the local school board's policy for admission to the program. It is possible to serve any junior high aged student in an Outreach Program, provided the student meets the terms of board policy. Students with special education needs must have Individualized Program Plans and must have the necessary supports made available to them. Outreach Programs are not intended to serve students with special needs exclusively.

REQUIREMENTS FOR OUTREACH PROGRAMS

8. If a portable classroom is 200 metres away from the main high school building, can it be used as an approved off-site facility?

Alberta Education managers may recommend approval of such sites, but the intent of the Outreach Program is to locate the program in a facility that is quite distinctly removed from a traditional school setting.

9. If an Outreach facility has moved, what needs to be done to maintain status as an approved program?

Because the safety of the facility is part of the approval process for an Outreach Program, school jurisdictions that change facilities must contact the Zone Services Branch of Alberta Education to provide change of address information and documentation that the new facility meets Alberta building, health and safety standards.

10. If a board cannot afford to put a person who has a teaching certificate in the Outreach Program full-time, is it possible to use a capable, competent teacher assistant to supervise students for part of the day?

No. Students in Outreach Programs, as in all school programs, must have access to a certificated teacher for the appropriate number of hours (950 hours for grades 7-9; 1000 hours for grades 10-12) as prescribed in the *Guide to Education*. However, teacher assistants can provide excellent service to students in Outreach Programs, provided they are acting under the direction and supervision of a certificated teacher.

11. Are school councils required for Outreach Programs?

Yes. Outreach Programs operate as schools and the principal shall make reasonable efforts to establish a school council. If there is not sufficient interest from parents, the principal may form an advisory council made up of individuals with an interest in the school.

12. Does the school code for an Outreach Program mean anything different than a code for any other school?

No. When a school code is provided, it means the Outreach School is required to comply with the legislative requirements for the operation of a school such as the appointment of a principal, the development of Three-Year Education Plans and Annual Education Results Reports, the analysis and recording of student achievement, and the establishment of a school council. It also assists in tracking results through the Accountability Pillar reports.

13. Is there potential for differential administrative leadership at the Outreach Program?

The *School Act* requires each school under the operation of a school board to have a principal assigned to it. However, a school board may assign a principal to more than one school.

14. Must there be a principal at the Outreach Program?

Yes. Section 19 of the *School Act* requires this. A school board may determine that a “teacher-in-charge”, “lead teacher”, or “coordinator” have extraordinary teacher responsibilities at the Outreach Program, according to any applicable collective agreement and the teacher’s contract of employment.

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APPENDIX A — SAMPLE BOARD POLICY STATEMENT

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OUTREACH PROGRAMS – SAMPLE POLICY

School boards are required to develop policies and guidelines for Outreach Programs. Following are a sample policy and guidelines gleaned from existing policies in some jurisdictions. If a board is establishing a new Outreach Program, it may wish to consider these statements in whole or in part as it creates its own policy.

Policy

The Board believes that Outreach Programs provide education to students for whom traditional school settings are unsuitable. The primary goal of Outreach Programs is to assist students to complete high school.

Guidelines

Eligibility

Outreach Programs will serve the needs of students aged 12-19 years who are enrolled in grades 7-12.

Programs will focus on those students who are unable to attend or benefit from a regular school program. These students may include at-risk students, dropouts, teenage parents, students with unique medical or health challenges, working students and others with unique needs or learning styles.

When determining eligibility, the best interests of the individual student will be the deciding factor.

Students may enrol in a partial program at an Outreach Program while maintaining enrolment in other courses at their local high school(s).

Attendance

Attendance expectations at an Outreach Program will vary depending on the needs and circumstances of each student. These expectations are set out in the individual student's plan or contract.

Program

Outreach Programs will follow the Alberta Education Programs of Study and may include locally-developed junior high and/or senior high courses.

The program will provide students with enhanced educational services that are in addition to distance learning courses and materials. Examples of these services include: personal and career counselling, conflict resolution, time management, anger management training and study skills.

Individual programs will be based on an assessment of individual student needs and created in consultation with the student and his/her parents.

Students, in consultation with professional staff, will have the primary responsibility to develop and implement their own individual programs.

Outreach Programs will provide the equivalent of 25 hours of access to a certificated teacher for each credit offered.

Performance and Evaluation

Students are expected to meet standards of performance consistent with those established by Alberta Education.

The pace of student learning and educational goals will be set by each individual student in consultation with professional staff.

Students will be evaluated on a regular basis using appropriate evaluation approaches as well as through achievement tests and diploma examinations, when appropriate.

If a student is not experiencing success in an Outreach Program, his/her program will be reviewed and modified, or other program options will be explored.

Administration

Responsibility for administration of Outreach Programs will rest with the designated principal(s).

All policies, guidelines and procedures of XYZ School Jurisdiction will be adhered to.

Staff of Outreach Programs will work closely with external support agencies to help serve the needs of Outreach students.

Appendix B – Outreach Monitoring Instrument

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Outreach Program Monitoring

Jurisdiction Name:

Outreach Program Name:

Date of Report:

Monitoring Process

The monitoring team will interview the jurisdiction office staff member responsible for outreach programming and the school principal or designated administrator responsible for administration of outreach programming.

The monitoring team will interview all staff in the outreach program in each school authority in the sample.

The monitoring team will interview a reasonable number of students and parents. If there are fewer than 10 students, all students will be interviewed.

A reasonable number of student files will be reviewed to determine compliance with the *Student Record Regulation*.

The Liaison Manager will provide interview questions to the superintendent in advance of the monitoring visit.

**Monitoring Summary
Outreach Program Monitoring**

School Authority: _____
Monitoring Date (month/date/year): _____

COMMENDATIONS:

RECOMMENDATIONS:

REQUIRED CHANGES:

ADDITIONAL INFORMATION:

Education Manager

Date

**Jurisdiction Feedback
Outreach Program Monitoring**

School Authority: _____
Monitoring Date (month/date/year): _____

Monitoring Team:

What parts of the Outreach Program monitoring process worked well?

Do you have suggestions for improving this process?

Other comments:

Table 1: Numbers of Enrolled Students by Grade

Grade	1	2	3	4	5	6	7	8	9	10	11	12	12 20 yrs. or older on Sept. 30
Number Current School Year													
Number Past School Year													

Student Achievement in Outreach Program

Attach the following school level results for the Outreach Program:

- School Level Accountability Pillar Overall Summary
- PAT Results Course By Course Summary By Enrolment with Measure Evaluation
- Diploma Results Course By Course Summary By Enrolment with Measure Evaluation
- Diploma Examination Participation Rates (4+ Exams)
- Number of credits earned per grade (prior school year)

Significant trends or changes in student achievement:

PART A – Administrator Interviews

Interviews with the designated board administrator and with the school administrator in three areas:

Governance, Program Facility, and Programming/Services

Board Administrator: _____
School Authority: _____

School Administrator: _____
School Name: _____

GOVERNANCE	Please Check	Documents/Comments
1. Has your school board passed a motion to establish the outreach program? <i>Provide motion number and date passed by the board.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Does your school board have written policy (ies) and procedure(s) regarding the education of students in Outreach Programs? <i>Attach policies.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Does your school board have policy (ies) that address student eligibility for Outreach Programs? <i>Attach policies.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
4. Does your school board have policy (ies) that address student attendance in Outreach Programs? <i>Attach policies.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
5. Does your school board have policy (ies) that address student achievement in Outreach Programs? <i>Attach policies.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

GOVERNANCE	Please Check	Documents/Comments
<p>6. Does your school board have policy (ies) that address student evaluation in Outreach Programs? <i>Attach policies.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>7. Does the program complete a Three-Year Education and AERR? <i>Attach copies.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>8. Does the school board's Annual Education Results Report include Outreach Programs? <i>Attach copy.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>9. Do you have regular communication with regular schools in your outreach program's area? If yes, how?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>10. Do students in the outreach program have the opportunity to take courses from regular school(s)? If yes, what courses?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>11. Does the Outreach Program have a site budget? <i>Attach copy.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>12. Do you monitor the number of CEUs completed? If yes, on average how many CEUS are completed by students?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
<p>13. Has the outreach program presented highlights to the school board on its program in the past 5 years?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PROGRAM FACILITY	Please Check	Documents/Comments
1. Does your school board offer the outreach program in a facility off-site from a regular school program? <i>Identify specific location.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Have municipal officials responsible for fire safety inspected your outreach program facility? <i>Date of most recent inspection.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Have officials responsible for health and wellness and/or occupational health and safety inspected your outreach program facility? <i>Date of most recent inspection.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
4. Have municipal authorities issued an occupancy permit or equivalent for your outreach program facility?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
5. Does your school board have extended liability insurance to cover the outreach program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PROGRAM DELIVERY & SERVICES	Please Check	Documents/Comments
1. Does your outreach program offer:		
Alberta Distance Learning Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Online learning	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Locally-developed and approved learning materials	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Lectures and/or seminars	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Opportunity for students to also attend classes at other schools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Does your outreach program provide on-site additional supports to assist students to complete high school?		
Personal counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Career counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Conflict resolution training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Anger management training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PROGRAM DELIVERY & SERVICES	Please Check	Documents/Comments
Time management training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Study skills training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Medical/health services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Does your outreach program provide off-site additional supports to assist students to complete high school?		
Personal counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Career counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Conflict resolution training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Anger management training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Time management training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Study skills training	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Medical/health services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PROGRAM DELIVERY & SERVICES	Please Check	Documents/Comments
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PART B – Student Records Review (Review random sample)

<p>STUDENT RECORD REGULATION (minimum sample of 6 students)</p>	<p>Yes</p>	<p>No</p>	<p>Documentation/Comments</p>
<p>1. Resident board of student [the school jurisdiction, either Public or Separate, in which the student's parent/legal guardian lives]</p> <p>[One check box for each student file reviewed]</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>2. Citizenship of the student The following is a list of vital statistics documents that may be used for determining citizenship of a student:</p> <ul style="list-style-type: none"> • Canadian Birth Certificate • Canadian Citizenship Certificate • Passport • Visa • Permanent Landed Immigrant/Residence Document 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

STUDENT RECORD REGULATION (minimum sample of 6 students)	Yes	No	Documentation/Comments
3. A description of the student's instructional program and an annual record of achievement record of achievement, preferably from Grade 4, 7, & 10.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. The student's scores on provincially administered achievement tests and on tests used in the placement of the student	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

STUDENT RECORD REGULATION (minimum sample of 6 students)	Yes	No	Documentation/Comments
5. Annual record of student's attendance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

PART C – Student Interviews

School: _____

Grade(s) Interviewed: _____

STUDENT INTERVIEW		
	Please check	Comments
1. Did you choose to attend this outreach program? Why? Prioritize if more than one reason.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Has this program made a difference to your education and future goals? If yes, please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Would you recommend other students attend this outreach program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
4. Are there things your previous schools could have done to keep you attending there? If yes, what sorts of things?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
5. Do you believe regular schools can help more students if they adopted some ideas from Outreach Programs? If yes, what sorts of ideas should regular schools copy?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
6. Do you believe this outreach program could be improved? If yes, in what ways?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
7. Do you intend to complete your school program in an outreach program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
8. Does this outreach program assist students with :		
Going to other schools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Finding work placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Getting into college, technical schools, or university	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

STUDENT INTERVIEW

	Please check	Comments
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
9. Does this outreach program provide students with other services or refer students to other services : <i>Note if services are on-site or off-site.</i>		
Personal counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Career counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Mental health services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Medical services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Drug/alcohol counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
10. Does this outreach program provide extra-curricular or co-curricular activities?		

STUDENT INTERVIEW

	Please check	Comments
Field trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Sports trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PART D – Staff Interviews

Classroom Teacher: _____
 Classroom Assistant: _____
 Other: _____

STAFF INTERVIEW		
	Please check	Comments
1. Please describe the policy and procedures used to place students in the outreach program. Are the practices consistent with school jurisdiction policy	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Do you have regular communication with regular schools in your outreach program's area? If yes, in what ways?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Do students in the outreach program also take courses from regular school(s)? If yes, what courses?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
4. Are there elements of the outreach program that regular schools might adopt to increase the number of students completing high school? If yes, which ones?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
5. Do you have suggestions for improvement of your outreach program? If yes, please identify these ideas.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
6. Does this outreach program assist students with :		
Finding work placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Getting into college, technical schools or university	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Going to other schools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

STAFF INTERVIEW

	Please check	Comments
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
7. Does this outreach program provide students with other services or refer students to other services:		
Personal counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Career counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Mental health services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Medical services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Drug/alcohol counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
8. Does this outreach program provide co-curricular or extra-curricular activities		
Field trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Sports trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

STAFF INTERVIEW

	Please check	Comments
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
9. Have you taken advantage of professional development opportunities that enhance your ability to teach and support students enrolling in your outreach program? <i>List PD activities.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
10. Is your teacher professional growth plan supported by your learning community? If you are a classroom assistant do you get the support you need to help students?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
11. Does a school administrator review the work you do with students and provide you with information about the quality of your work?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PART E – Parent Interviews

School: _____

Grade: _____

PARENT INTERVIEW		
	Please check	Comments
1. Were you provided information about the outreach program, and explain what information was provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
2. Has the outreach program made a positive difference to your child's education?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
3. Would you recommend the outreach program to other parents?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
4. Do you believe regular schools can help more students if they used some of the ideas from the outreach program? If yes, what sorts of ideas should they use?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
5. Do you believe this outreach program could be improved? If yes, in what ways?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
6. Do you believe your child will complete a high school program in outreach?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
7. Does this outreach program provide students with other services or refer students to other services:		
Personal counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Career counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Mental health services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Medical services	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PARENT INTERVIEW

	Please check	Comments
Drug/alcohol counselling	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
8. Does this outreach program assist students with :		
Finding work placements	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Getting into college, technical schools or university	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Going to other schools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
9. Does this outreach program provide co-curricular or extra-curricular activities		
Field trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Sports trips	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

PARENT INTERVIEW

	Please check	Comments
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
10. Do you believe this outreach program could be improved? If yes, in what ways?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
11. Were you required to pay any fees beyond the regular school fees for your child in the program?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
12. How does the program keep you informed about your child's progress?		
Report cards	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Interim reports or progress reports	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Phone calls	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Interviews	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
Other (please list)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	
	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	

Appendix C – Individual Student Plans*

***Thanks to Sequoia Outreach School, Golden Hills School Division No. 75**

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Outreach School

Junior High School Education Plan

Registration Date: _____

School(s) attended in the last year:

Grade: _____

Program: _____

Contact Person: _____

Course	Credit (FWC)	Start Date	End Date
Lang. Arts			
Social			
Science			
Math			
Health			
Phys. Ed. (hrs)			
Foods			
Art			

High School Completion Plan

Name: _____

Goal: _____

Credits to Date: _____

Grade: _____

Semester 1

COURSE	Credits	Proposed Completion Date	Achieved

Grade: _____

Semester 2

COURSE	Credits	Proposed Completion Date	Achieved

Grade: _____

Semester 3

COURSE	Credits	Proposed Completion Date	Achieved

Appendix D – Application to Operate an Outreach Program

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APPLICATION TO OPERATE A NEW OUTREACH PROGRAM

An outreach program is a program offered by a school to provide a basic education for funded students who are unable to attend or benefit from a regular school program. For the program requirements, refer to the *Funding Manual for School Authorities Part 1, Section 1.3*.

School Jurisdiction: _____

Name and Code of School Jurisdiction

Superintendent: _____

Name of Outreach Program: _____

Grades Offered: _____

**Principal Responsible for
Outreach Program:** _____

**Telephone Number of
Outreach Program:** _____

Include Area Code

**Fax Number of Outreach
Program:** _____

Include Area Code

**Physical Location of
Outreach Program (Address):** _____

**Mailing Address of Outreach
Program** (If different from address

above): _____

School boards intending to offer an outreach program must identify a stand-alone facility for each program and apply for a unique school code. Boards must ensure that the building used for the program meets and will continue to meet all applicable local and provincial health, safety and building standards. Please provide a program plan on page 3 of this form. A copy of the board policy regarding Outreach Programs must be attached to this form. Board policy must be consistent with conditions as outlined in the Funding Manual for School Authorities, (Section 1.3).

Outreach Program Description

Rationale for the Outreach Program Application:

Note: Prior to making an application superintendents should consider how they might meet the needs of these students through existing funding sources, modifications to existing school programs, and partnerships with other school jurisdictions and community service agencies.

Please provide the following information to complete your application and attach a program plan.

1. Describe the unique needs of the student population that the program will serve and the grade levels offered.
2. How will the program serve students who could not be served at a traditional school setting? Describe the type of programming that would be offered, such as Alberta Distance Learning (ADL) courses and the method of evaluation that will be used for students and for the program.
3. What connections has the program made or is the program planning to make with other service organizations to demonstrate and enhance community support and involvement for the program?
4. What additional supports will be offered to assist these students in becoming successful community members (e.g., counselling; anger management, time management, etc.)?

5. How far away is the program located from another outreach program?

6. Does the jurisdiction offer other Outreach Programs? If so, please provide the name(s) of the other outreach program(s).

7. What is the potential to partner with another jurisdiction to offer the outreach program?

8. Has the board passed a motion to establish an outreach program and developed a policy for the outreach program (please attach a copy of the board motion and the policy)?

9. Describe and name the stand-alone facility in which the outreach program will be located. Attach a health and safety inspection or indicate when these will be completed.

Note: Alberta Education will not automatically approve all applications for new Outreach Programs. The applicant must clearly establish that:

- 1) The jurisdiction has a reasonable number of students with extraordinary needs, and;
- 2) The only reasonable way to meet these needs is through establishment of an Outreach Program.

Please also note that a Field Services manager will conduct an on-site visit to confirm the implementation of the approved program.

For further information about establishing an outreach program, please refer to the *Outreach Programs Handbook* (<http://www.education.gov.ab.ca/educationsystem/OutreachProgHandbook.pdf>)

DECLARATION:

I declare this program will be offered in accordance with the requirements identified in the Funding Manual for School Authorities.

Superintendent

Date

RECOMMENDED FOR APPROVAL:

Reviewer (Education Manager)

Date

APPROVAL FOR OUTREACH PROGRAM:

Director

Date

Submit to:

**Zone Services Branch
Alberta Education
9th Floor, 44 Capital Boulevard
10044 - 108 Street
Edmonton, Alberta
T5J 5E6**

EVALUATION — OUTREACH PROGRAMS HANDBOOK

We hope this resource is helpful to you in your work with students attending Outreach Programs. Please indicate your agreement with the following statements about this handbook.

1. This handbook contains relevant information that I can use for planning and implementing programs for students in Outreach Programs.
 Strongly Agree Agree Disagree Strongly Disagree
2. This handbook is well organized and easy to read and use.
 Strongly Agree Agree Disagree Strongly Disagree
3. The information and strategies in this handbook are practical.
 Strongly Agree Agree Disagree Strongly Disagree
4. The information in this handbook enhanced my understanding of Outreach Programs.
 Strongly Agree Agree Disagree Strongly Disagree
5. We welcome your comments and suggestions for future Alberta Education resources.

COMMENTS:

Please return this page to:

Alberta Education
 Zone 6 Services Branch
 9th Floor, 44 Capital Boulevard
 10044 – 108 Street, Edmonton, AB T5J 5E6
 Fax: 780-422-9682