

Specific Student Programming Options at SVRSS		
Program Name	Program Description	Program Guidelines for admittance
SVRSS Off Campus-Alternate Education-Elbert Chartrand Friendship Centre (ECFC)	<p>This program operates off campus at the Elbert Chartrand Friendship Centre (ECFC). This program looks for alternative ways for students to reach a high school diploma, recognizing that time is the variable and learning is the constant.</p> <p>We offer an alternative and unique school setting for students who are at risk of discontinuing their education for a variety of reasons, or for students looking to re-engage with their education after a period of absence. Our unique context works best for students who are self-directed and benefit from a flexible approach to scheduling.</p> <p>This program is run by a certified Teacher with EA support.</p> <p>Students that attend this program are able to transition to on campus programming to fit their learning program needs.</p> <p>Frequently Asked Questions: What is this program? The off-campus program is an alternative school setting for students who are at risk of discontinuing their education for a variety of reasons. Students are self-directed and work at a more flexible pace. Our course requirements and curricular outcomes are the same as other Manitoba High Schools. Only select courses are offered through this program.</p> <p>Who can attend? Students identified by our Learning Support Team, primarily 16–20-year-olds. Students register through the main office at</p>	<p>Students are admitted only by SVRSS Administration. The following factors are taken into consideration:</p> <ul style="list-style-type: none"> - Student request for alternate programming off campus - Student need for home study and flexible alternate programming. - Students identified with significant absenteeism requiring an alternate time scale of delivery of materials. - Space reserved primarily for students that are Grade 11 and older due to the extension of high school while pursuing a Mature Student Diploma - Permission is required with administration prior to admittance, there are limited spaces available and as such administration must be selective. - School engagement such as credit acquisition by Grade 11 is reviewed as well as attendance.

	<p>the SVRSS and consult with the Learning Support Team prior to placement, all placements are reviewed by SVRSS Administration.</p> <p>What does self-directed mean? We encourage students to set dates for completion of a unit of work, but that may be different for each student. We help students plan their program.</p> <p>Do students have to attend regularly? Attendance is essential for students to complete courses and earn credits toward their High School Diploma. We understand that personal circumstances may hinder attendance at times. Attendance is recorded daily, Monday-Thursday.</p> <p>Can students graduate? Yes! Depending on age and criteria, students may graduate with a Mature Student Diploma.</p> <ul style="list-style-type: none"> • A Mature Student Diploma is comprised of fewer credits and may be an option for some students. • Students are included in the SVRSS Graduation Ceremony. • Students that complete the Mature Student Diploma may require upgrading to pursue further post-secondary education. <p>What kind of courses are offered? We offer specific core courses mainly at the Grade 11 and 12 level, with a focus on Math and ELA. Depending on student</p>	
--	---	--

	<p>need other compulsory classes will be offered in conjunction with teachers on-campus at SVRSS.</p> <p>Can students access transportation? Yes-please contact the SVSD Bus Garage at 204-734-3415 to arrange transportation.</p> <p>Can I access the SVRSS Supports while in the off-campus programming? Yes-these students have access to our Learning Support team as well as access to Teen Clinic on Wednesdays. When you come to our main campus you need to sign in at the office.</p>	
SVRSS On-Campus-Alternate Education Classroom	<p>This is an on-campus program located in the SVRSS building. Students focus on essential learning outcomes for core curriculum classes. Previous academic success is reviewed prior to beginning a course. Report Card comments reflect that learning is completed in an alternate site with additional support provided by the teacher.</p> <p>This is an independent learning environment, supported by Teacher and Educational Assistant.</p>	<p>Students are admitted to this program through the SVRSS Learning Support Team.</p> <ul style="list-style-type: none"> - Students need to obtain compulsory credits that have been unsuccessfully attempted previously. - Students struggle with regular attendance, anxiety, connection with school. - Spaces are limited, first spaces are given by age-focusing on Grade 11 and 12 students.
Learning Support Classroom	<p>Students are coming to the SVRSS with a range of backgrounds and needs, including but not exclusively Adapted Education Programs (AEP) and Curricular Modification Programs (CMP) designated students. There are smaller</p>	<p>Students are considered for this program through the SVRSS Learning Support Team.</p>

	<p>classroom sizes as well as additional Educational Assistant supports. Students in this program still access all vocational programming and meet with our Learning Support Team to plan for their future.</p> <p>This learning space provides a more supported environment to allow students to acclimate to SVRSS in primarily Grade 9 and 10 core classes.</p> <p>Students in Grades 11 and 12 have the goal of transitioning to a wider variety of classrooms.</p> <p>For further information regarding Adaptation and Modification planning refer to the Manitoba Education Document: Supporting Inclusion-Modified and Individualized Programming in Manitoba Schools. Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools (gov.mb.ca)</p>	<ul style="list-style-type: none"> - Students complete a learning profile. - New Students are tested by our Resource Teachers which tells the teacher where their strengths and weaknesses are in Numeracy and Literacy. - Consideration is given to students previous academic needs from their sending schools. - Meetings will be scheduled with families if further paperwork is required for testing or course modification.
Life Work Programming - Individualized Programming at the SVRSS	<p>Students in this programming receive Individualized Education Plans (IEP). These involve:</p> <ul style="list-style-type: none"> - developing highly individualized and functionally appropriate learning experiences outside of provincial curriculum - outlined in an individual education plan (IEP) where the learning experiences are written as student specific outcomes (SSOs) - applied globally <p>When a student has met the eligibility criteria for individualized programming, the student support team must decide if individualized programming is appropriate educational programming:</p>	<p>Students that are eligible for individualized programming is determined by the students intellectual ability to access the provincial curriculum as outlined below:</p> <ul style="list-style-type: none"> - Students who meet Criterion A, Criterion B at the severe or profound level, and Criterion C of a diagnosis of intellectual developmental disorder as determined by an individual standardized intelligence assessment administered by a

	<ul style="list-style-type: none"> - If the student's intellectual developmental disorder is so severe or profound that the student does not benefit from participating in provincial curriculum, then individualized programming would be appropriate educational programming. <p>Subsequent planning involves identifying highly individualized functionally appropriate learning experiences related to building independence.</p> <p>The learning experiences are written as SSOs in the IEP.</p> <p>Refer to the Manitoba Education Document: Supporting Inclusion-Modified and Individualized Programming in Manitoba Schools. Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools (gov.mb.ca)</p>	<p>qualified mental health practitioner (e.g., psychologist)</p> <ul style="list-style-type: none"> - Students who have been diagnosed as having a global developmental delay or an unspecified intellectual disability by a qualified mental health practitioner (e.g., physician) Note: Both of these diagnoses require reassessment after a period of time. - Students whose intellectual developmental disorder prevents them from benefiting from participation in provincial curriculum
--	---	---