



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

EFFECTIVE PRACTICES IN ALTERNATIVE EDUCATION

(For the purposes of this survey alternative education is defined as any program/approach that supports students who are not successfully engaged in school and require an alternate delivery model)

School Board: District School Board Ontario North East

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Name of Program/Initiative/Strategy: Adult and Alternative Education, PACE/Section 23

Description of Program/Initiative/Strategy

The focus is on programs/initiatives/strategies that increase student engagement, confidence, achievement and well-being. In the brief description please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

Our program is delivered at 6 sites throughout our Board. We currently have partnerships with NEOFACS, Corrections and Social Services. Our indicators of success are credit accumulation and diplomas earned. We have consolidated our support staff services, which has led to better tracking and maintenance of records as students move in and out of our programs. We have altered our service delivery model to allow students to obtain materials at their home school. We have 767 registrants in our program, which makes us the largest enrolment in our Board, recognizing that the majority of students are only taking 1 course. We have increased staff in our Monteith program (maximum security) to be able to serve students who are not able to participate in the classroom environment. We are exploring an additional partnership with one of our indigenous partners in Cochrane ON. We have received training on the PLAR process, much to the benefit of our students and will be embarking on a process to transfer our current 'paper and pencil' model to an electronic delivery format.

What has been the impact on Student Learning?

We have seen an increase in student enrolment as shared earlier. We have increased our correspondence markers each year from 5 staff three years ago to 13 this year. We have seen an increase in diplomas earned, this year we anticipate to grant close to 40 diplomas. We have seen an increase in the number of credits earned year over year. We have increased our profile in the local secondary schools, which has lead to increased interest. Overall, we are fortunate to have a program that is meeting the needs of the learners in their own communities. We have streamlined our processes, established consistent practices and consolidated supports to better serve our students. We anticipate hiring additional markers as the demand in our Board will undoubtedly continue to increase.