



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: Kawartha Pine Ridge District School Board**

**Contact Person and Email Address: Alison Sadowski alison\_sadowski@kprdsb.ca**

**Name of Program/Initiative/Strategy: SKDB at PACE @ PCVS (Skateboard Design and Business Program at PACE @ PCVS)**

**Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:**

**Skateboard Design and Business Program Website**

[www.skdbweb.wordpress.com](http://www.skdbweb.wordpress.com)

### 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.?

The Skateboard Design and Business Program (SKDB) is offered by Peterborough Alternative, Adult and Continuing Education within the Kawartha Pine Ridge District School Board in partnership with 7 community partners. The program is geared to disengaged youth, including youth in care and cross over youth. It is delivered by is an experienced teacher, designer and arts manager whose background includes running an international business producing, manufacturing, marketing and selling her designs/products. The program is monitored by the P/VP team. In order to run this program, we have been funded through MOE grants in Student Success and Ensuring Equitable Access to Post-Secondary Education. Resources include laminate for Boards, a vacuum seal for Board lamination as well as art products. It is a hands-on, experiential program, (re)engaging youth by providing training in the design, construction and production of skateboard decks, silk-screened t-shirts and corporate logos. Students learn to exhibit, market and sell their own products. Participants work collaboratively with several community business partners to learn about design, production, employment, entrepreneurship and post-secondary pathways. The program combines AWD30, Visual Design and BDP30, The Enterprising Person. These open level courses provide participants with cross-

curricular learning. The combination of field trips to businesses, visiting community partners and designers, combined with dynamic group discussion and hands-on experiential learning opportunities, creates an energizing and engaging learning environment where students flourish.

Indicators of success include pre, mid and post assessments, participation in activities, school trips, partnership activities, student attendance, credit attainment, level of achievement, production of skateboards, T-shirt designs and logos as well as student voice and partnership feedback.

### **What has been the impact on Student Learning?**

Impact on student learning includes student engagement (attendance), credit acquisition, level of achievement, increased confidence, development of learning skills and global competencies as well as developed interest in pursuing post-secondary pathways.

Varied approaches to assessment in an “assessment for learning” approach were a contributing factor in the overall success of the program. Learning skills and work habits were included in all culminating tasks to raise each students’ awareness of how these affect overall success. Students developed independence and responsibility by carrying out self-assessments throughout the program. Students developed deep understanding of community resources through partnerships and also engaged in fundraising for one of the community partners (Kawartha Food Share) who also supported our students dealing with Food Security.

A summary of acquired skills include: The design/creative process (planning, revising, manipulating and developing designs); Technical skills/production practices in: wood, printmaking, painting; Business skills: planning, scheduling, marketing and event coordination; Digital literacy: working with digital file sizes for print and Internet use, online research, Photoshop Elements, Microsoft Word, downloading files, saving documents, using Google Docs; Math/financial literacy skills: measuring for production purposes, budgeting, revenue vs. expenses, return on investment; English/written and oral communication skills included: inquiring, interviewing, gathering facts and information, sharing opinions, writing short biographies, written assignments.

Individual students had this to say:

“I learned many new techniques throughout this course that I will definitely keep using. This course has made me into a better artist and designer and taught me that it’s okay to make mistakes because that’s how you keep learning. The course was everything I could’ve hoped for and more. I enjoyed every aspect of it even the parts I wasn’t necessarily looking forward to. I wouldn’t have done much differently in this course because I feel proud of what I accomplished. My final piece is important to me because I created it with my own two hands from scratch and I could not be any more proud of the outcome.”

“Designing t-shirts taught me a lot of cool new things and helped me think of what I’d like to do for a career.”

“The reason that I create art is to bring my unique views to life. During this course I have learned a lot about the design process and how to adapt when things are not working as well as I want them to.”