



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: Grand Erie District School Board**

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**Name of Program/Initiative/Strategy: Nations NuVision Program**

### 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 Nations NuVision Program is attached to Hagersville Secondary of the Grand Erie DSB. The program teacher Sandra MacDonald delivers the program, supported by an advisory team at HSS under the overall supervision of principal S.McMahon and the Superintendent D.Martins. The program targets disengaged students that did/do have involvement with the CAS in some way and are unresponsive to a regular school climate or other alternative programs, such as SAL. Many community partners are involved: Brant & Haldimand/Norfolk CAS, Niagara Aboriginal Area Management Board, Grand River Employment & Training, Native Horizons, Amani Acres, Ganohkwasra Family Assault Services, Homework Support Six Nations Polytechnic, HN REACH, St. Leonard's Society, HN Health Unit, HN Addictions Services, CAMHS/CAST, Ogwehoweh Skills & Trades, Six Nations Grand River Social Services, Youth in Transition Program, and others. The program receives \$25,000 each year to fund its programming and site through a grant from the MOE Innovative Ed Programs for CYIC. Without this funding, a lot of the experiential learning and therapeutic programming could not be offered (transportation expenses, fees, etc.). Success indicators include: active student engagement, ongoing IPP engagement, attendance, credit achievement, students transitioning back to regular school programming.

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

Throughout the seven semesters that the program has been running, we have seen a huge improvement in what we have considered the most important aspect of the program: to see growth and success in students that were previously non-attenders and slipping through the cracks, now attending an educational program on a regular basis. An added benefit is some credit accumulation along the way as well.

Our students were typically lacking positive role models, family constructs, and social support. Many were abusing drugs and/or alcohol or acting out in school as a means of coping with the deficiencies of these vital human needs.

With the proper selection and continued training and support of staff, we have been able to foster a community of trust and commitment that these students had not previously experienced. Connections to positive role models and other community supports have been created. Our students have been able to get a glimpse of success that they were unable to see in the past and that will carry them through to graduation and career paths.